

DOCUMENT RESUME

ED 415 463

CG 028 239

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TITLE Career Development Resource Guide and User's Guide for "Career Choices in North Carolina."
INSTITUTION North Carolina State Occupational Information Coordinating Committee, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE 1997-00-00
NOTE 138p.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Career Awareness; *Career Choice; *Career Development; *Career Education; Curriculum Guides; Elementary Secondary Education; Instructional Materials; Occupational Aspiration; Occupations; Teaching Guides
IDENTIFIERS, North Carolina

ABSTRACT

Ways in which educators can help students develop the skills and strategies needed for the workplace are outlined in this Resource and User's Guide. It begins with a series of lesson plans that address career choices, the career planning process, education planning, career decision making, career trends, and job seeking skills. The guide then offers suggestions, activities, and plans for helping students know themselves, including ideas on self-assessment, on occupational interests, and ways in which to plan one's career. Career exploration is covered in the next section where students are taught how to research careers and job outlooks and how to investigate entrepreneurial endeavors. Skills development and decision-making strategies are also featured in this section. The education and training that a student will need to pursue a particular career are presented in the following chapter. Tips on choosing a college, military careers, and other advice are outlined. Job search methods are discussed next and advice on resume preparation, cover letters, networking, and other job-search strategies are detailed. The final section lists additional resources that may be of use to students. (RJM)

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Career Development Resource Guide and User's Guide for "Career Choices In North Carolina"

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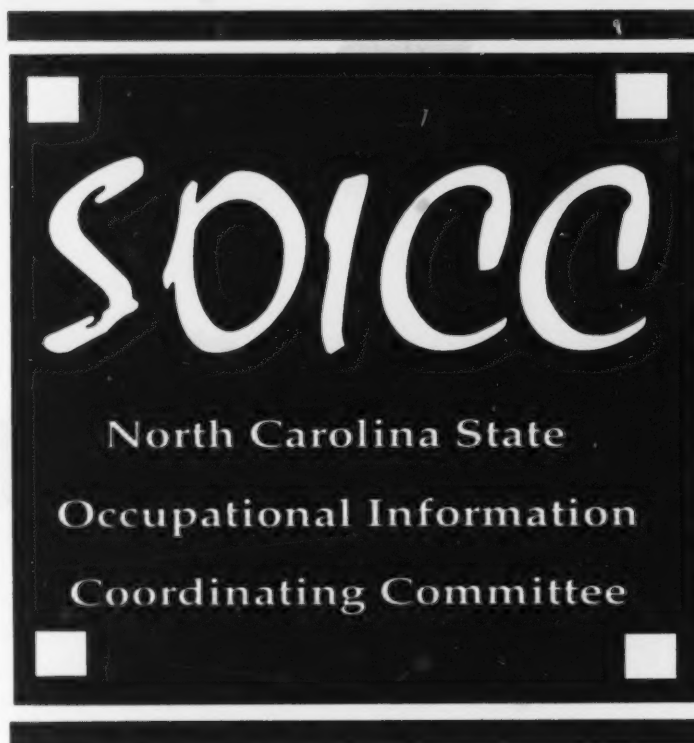
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State Occupational Information Coordinating Committee

October, 1997

Dear Colleagues,

Welcome to the 1997 *Career Choices in North Carolina* and this supplementary Resource Guide. We have formatted this year's User's Guide with easy to use tabs at appropriate sections. It can be placed in a three ring binder for easy usage and duplication.

Please note: we will not be re-publishing the User's Guide in subsequent years in its entirety. However, we will continue to update sections and revise activities annually. Please keep this publication and look for revised sheets each year at this time.

Each Fall, the NC SOICC conducts regional half day workshops for interested school personnel on the *Career Choices* and the *User's Guide*. Attendance at these workshops will increase your skills in integrating these materials in your career development program. One of the benefits for attending a workshop is learning how colleagues from other schools or agencies are using these resources. **The workshop schedule is on the next page.**

Thank you for your suggestions and guidance in developing both *Career Choices in North Carolina* and the *User's Guide*. Please keep the ideas and comments coming! By sharing with us your needs for new materials, as well as other materials you have used, we will try to make the User's Guide an increasingly useful resource for you and your colleagues.

Be sure to visit us on our home page (<http://www.soicc.state.nc.us/soicc/>) for a complete listing of all our resources and training schedules. We look forward to hearing from and working with you as you assist students and clients in their career development.

Sincerely,

Nancy H. MacCormac
Executive Director

Barbara M. Efird
Author, User's Guide

FALL WORKSHOP REGISTRATIONS

Using "Career Choices" Tabloid and User's Guide

Regional half day workshops for school personnel to support school and classroom use of the "Career Choices" tabloid and User's/Resource Guide. The workshops are designed primarily for high and middle school counselors and IECs, and school teams of counselors, IECs and teachers. Workshops are scheduled from 9:00-12:00. There is no registration fee.

<u>Workshop Date</u>	<u>Location</u>	<u>Registration Deadline</u>
October 29	Wake County Public Schools Raleigh	October 20
November 7	Guilford County Schools Franklin Blvd. Office Greensboro	October 21
November 19	Education Center Charlotte	November 10
November 21	Education Resource Center, Rm 3 Cumberland County Schools Fayetteville	November 10
November 25	Martin Community College Williamston	November 12
December 9	Western Regional Service Center Canton	November 28

Registration Form

Please register me for the ☐ Career Choices Workshop

on (date) _____ at _____

Name _____ Position _____

School Name _____

School Address _____

School Phone _____ Fax _____

Please return registration form to:

NC SOICC-Workshops
PO Box 25903
Raleigh, NC 27611

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**NORTH CAROLINA
OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
(NC SOICC)**

 NC SOICC - "Who We Are"	Career Planning	 "Our National Partner"
Products	Career Workshops	Career and Occupational Information
Job Search Sites	Education Sites	Labor Market and Data Sites
Virtual Library of Career Development Resources		

-
- | | |
|---|---|
| ➤ NC SOICC – "Who We Are" | An overview of the State Occupational Information Coordinating Committee |
| ➤ Career Planning | A on-line approach to career planning through self-appraisal, career exploration and job search |
| ➤ NOICC - "Our National Partner" | A "hyperlink" to our national office |
| ➤ Products | Our on-line products and services catalog |
| ➤ Career Workshops | Up to the minute training schedule |
| ➤ Career and Occupational Information | A variety of important career and occupational information |
| ➤ Job Search Sites | An annotated "hyperlinked" list of in-state and out of state job search web sites |
| ➤ Education Sites | An annotated list of in-state post-secondary web sites. Links provided to those with their own web sites. |
| ➤ Labor Market and Data Sites | An annotated "hyperlinked" list of in-state and out of state labor market and data sites |
| ➤ Virtual Library of Career Development Resources | Site of information, such as, School-to-Work, Resources for Parents, etc. |
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Visit us on the web at:

<http://www.soicc.state.nc.us/soicc/>

Designing a Comprehensive Career Guidance and Counseling Program

The publication *Here Is What We Must Do at School to Get Our Students Ready for Work -- Blueprints for a School-to-Work System* (U.S. Ed, OVAE, 1992) describes the importance of continuous student exposure to guidance and counseling when it sets forth 16 critical elements of an effective school-to-work system. Seven of those elements are the essence of a comprehensive and effective guidance and counseling program:

- Active participation of local employers in career guidance, credentialing, and placement preparation.
- All school counselors be trained and qualified.
- At every grade level, curriculum must apply subject matter to the world of work.
- A career resource center with up-to-date information on wide-ranging career opportunities.
- Proper and frequent use of vocational interest and aptitude tests.
- A commitment and delivery to encourage all students to develop personal career plans.
- Job placement services which connect students with part-time, summer, or full-time job opportunities.

The National Career Development Guidelines (NCDG) initiative provides a nationally validated method for designing a comprehensive career guidance and counseling program. The major features of such a program emphasize program content, process, and structure. The Guidelines form the career development framework which is supported by curricula, documentation, information, training, and counseling -- all integrated into a comprehensive program. NCDG Local Handbooks are available from the NC SOICC office.

NATIONAL CAREER DEVELOPMENT GUIDELINES

Elementary	Middle/Junior High School	High School	Adult
<u>Self-Knowledge</u>			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
<u>Educational and Occupational Exploration</u>			
Awareness of the benefits of educational achievement	•Knowledge of the benefits of educational achievement to career opportunities	•Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	•Understanding the relationship between work and learning	•Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	•Skills to locate, understand, and use career information	•Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	•Knowledge of skills necessary to seek and obtain jobs	•Skills to prepare, seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	•Understanding how work relates to the needs and functions of the economy and society	•Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
<u>Career Planning</u>			
Understanding how to make decisions	•Skills to make decisions	•Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	•Knowledge of the inter-relationship of life roles	•Understanding the inter-relationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	• Knowledge of different occupations and changing male/female roles	•Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	•Understanding the process of career planning	•Skills in career planning	Skills to make career transitions
*Guidelines that have been utilized in the Career Choice's User's Guide.			

LESSON PLAN: Overview of *Career Choices*

ARTICLE: All

1. FOCUS AND REVIEW

Presentation of Career Choices to demonstrate to students:

- availability of career information at their school
- connection between their education and their career goals
- how occupations can be organized or classified for easier retrieval of information

2. STATEMENT OF OBJECTIVES

- Student will understand the relationship between education and work
- Student will learn how to locate, evaluate and interpret career information
- Students will learn methods of classifying occupations

3. TEACHER INPUT

- Ask the students to collectively in groups or the classroom as a whole to list occupations that they know. Try to get at least 25 - 30 different careers written for all students to see.
- Define career clusters as an organizational system of classifying careers. Discuss how clustering can aid in doing career research. Return to the list of careers and discuss different ways they can be clustered.
- Instruct the class to find a career cluster from Career Briefs pages 10 to 23 that is of interest to them.

4. GUIDED PRACTICE

- Discuss and clarify the headings on the Career Briefs (occupation, work description, education suggested, job outlook, etc.)
- Discuss the stated education requirements for various occupations

5. INDEPENDENT PRACTICE

- Assign an appropriate research project. Activity # 6 can be completed using information in *Career Choices* only. Activity # 7 requires using information in *Career Choices* and other additional resources.

6. CLOSURE

Inform students where in your school further career information is located. Inform students the role of technology and the internet in career information and encourage them to locate information to share at a later class time.

LESSON PLAN: Career Planning Process

ARTICLE: Career Planning p. 3
Self Assessment p. 4 - 7

1. FOCUS AND REVIEW

Presentation of the Career Planning Process to demonstrate to students:

- the process or method that they will utilize throughout their lives to reach their career goals;
- the importance of starting with self- assessment
- a method of assessing their interests, abilities, personality and values

2. STATEMENT OF OBJECTIVES

- Student will understand the career planning process
- Student will learn how to assess their interests, abilities, personality and values
- Students will learn methods of self assessment and how it relates to their career choices

3. TEACHER INPUT

- Define the career planning steps as described in *Career Choices*.
- Review pages I-4 to I-7 on self assessment. Define and discuss the Holland Codes (R I A S E C). Ask the students which roads are most appropriate for them. Discuss the concepts of working with people, data, things, or ideas in relation to self and career exploration.

4. GUIDED PRACTICE

- Ask the students which roads are most appropriate for them from pages 4 to 7 in *Career Choices*. Students can move to six different areas in the classroom.
- Use page I-19 in User's Guide to explain Holland's Occupational Themes
- Discuss the concepts of working with people, data, things, or ideas in relation to self and career exploration.

5. INDEPENDENT PRACTICE

- Assign an appropriate self assessment activity from the User's Guide. Activity # 1 uses People, Data, Things, & Ideas classifications. Activity # 2 uses career clusters from the Guide for Occupational Exploration.

6. CLOSURE

Inform students how to bridge from self assessment to career exploration by using the symbols for People, Data, Things or Ideas in the career clusters found in the Career Briefs pages 10 to 23. Inform students of the Holland Code located on the Career Briefs pages 10 to 23. Use the summary sheet for each activity and file in portfolio.

LESSON PLAN: Education Planning

ARTICLE: Education and Training, pp.24-26
Career Briefs, pp. 10-23

1. FOCUS AND REVIEW

Presentation of various educational programs will demonstrate to students:

- The value of continuing their education
- A method of determining the amount of education needed for various careers
- The connection between education/training and career choices.

2. STATEMENT OF OBJECTIVES

- Student will understand the various educational routes (2 yr., 4yr., professional, apprenticeships, OJT, etc.)
- Student will learn how to access information about NC post secondary schools

3. TEACHER INPUT

- Discuss with students the concept of life long learning. Give examples of how the workforce continues to be re-trained through staff development, workshops, and continuing education.
- Discuss the various routes of further education. Give examples of occupations that require a 2 yr. Degree, 4 yr. Degree and further education.

4. GUIDED PRACTICE

- Give students a pre-test on where to find post secondary information at your school. This should include information about the military, scholarships, and financial aid.
- Discuss with students how to choose a post secondary school in relationship to their aptitudes and interests.

5. INDEPENDENT PRACTICE

- Review Activity 18- Choosing a College, User's Guide, p. III-2
- Assign a writing assignment in which a student requests information from a college or scholarship foundation. This mock writing assignment will encourage students to find addresses and practice writing for information prior to their senior year.

6. CLOSURE

Inform students on how to locate information via the internet, or other computerized college information data bases if available at your school. Inform students of how your school informs them about college representatives visiting your school, college days and policies on visiting schools of their choice.

LESSON PLAN: Career Decision Making

ARTICLE: Career Planning and Self Assessment, pp. 3-7

1. FOCUS AND REVIEW

Presentation of decision making as:

- A necessary skill to be developed before leaving high school
- Different decision making styles are unique to individuals
- Career decision making is similar to other decisions people make throughout their day.

2. STATEMENT OF OBJECTIVES

- Student will identify the seven steps to decision making
- Student will apply the model to an everyday decision and a career decision.

3. TEACHER INPUT

- Plan an activity which requires the class to set goals. Re-visit the goal during various times in the quarter or semester to determine if the goal is still important to the class and if appropriate time is being dedicated to its completion.
- Set short term goals for the class to have them experience the goal setting process.

4. GUIDED PRACTICE

- Discuss Myths about Career Decision Making, User's Guide, p II-19. Have each student learn the seven steps to decision making as it applies to all ordinary everyday event and how it applies to a career decision.
- Review the Seven Steps to Decision Making, User's Guide, p. II-20

5. INDEPENDENT PRACTICE

- Decision Making Worksheet, User's Guide, p. II-21

6. CLOSURE

Encourage students who have difficulty with decisions to discuss them with school counselors for further assistance. Often poor decision making is more that the lack of a model to follow and can be warning of poor self esteem. Many students require lots of assistance with college and career decisions and others are able to move quickly through the process. Keep this lesson positive with information on how to seek further assistance at your school.

LESSON PLAN: Career Trends

ARTICLE: N. C. Trends, p. 8
Career Skills, p. 9

1. FOCUS AND REVIEW

Presentation of the changing world of work. Topics to include identifying new trends in NC and in the nation. The effect the trends have on occupations.

2. STATEMENT OF OBJECTIVES

- Student will identify several new trends in the labor market.
- Student will learn what employers are looking for in these occupations.

3. TEACHER INPUT

- Discuss the SCANS Skills, User's Guide, pp. II-12-14 with students. Have the students choose someone in their home, school or community with whom they will discuss the SCANS skills to determine which skills are utilized in their occupation.
- Discuss the need for new skills for the new career trends.

4. GUIDED PRACTICE

- Activity 13, Skills Scavenger Hunt. Practice in class with a volunteer, parent or worker in your school. Have the students add questions they would like to discuss also.

5. INDEPENDENT PRACTICE

- Activity 13, Skills Scavenger Hunt. Have the student complete an interview with someone of their choice asking them these questions and how their job has changed over the last 5, 10 or 15 years.

6. CLOSURE

Students are expected to learn and reflect on the changes of the economy, labor market and how these projections may effect their career choice. In this exercise the purpose is to accumulate information on various skills, the changes in the skills needed for today's jobs and also to increase their skills in communications and interviewing.

LESSON PLAN: Job Seeking Skills

ARTICLE: Job Search, pp.29-32

1. FOCUS AND REVIEW

Presentation of job search skills needed to find a job. Job search skills include networking, resume and cover letter writing, interviewing and follow up procedures.

2. STATEMENT OF OBJECTIVES

- Student will identify at least 5 people that are in their job search network.
- Student will learn various job search methods.
- Student will learn effective writing skills for resumes, cover letters, thank you letters.
- Students will learn effective interviewing skills.

3. TEACHER INPUT

- Discuss the importance of effective job search skills to students. Give examples of various forms of resumes and cover letters. Critique the examples as a class.
- Discuss the interview process and what employers are looking for as a response.

4. GUIDED PRACTICE

- Role play an interview with a few students. Have the class critique the response using Activity # 22 in the User's Guide.

5. INDEPENDENT PRACTICE

- Assign students to complete a resume and cover letter for a job they are interested in applying for.
- Ask students to have one person from their network to critique their resume.

6. CLOSURE

Discuss with students the times in which an employment application is appropriate and when a resume is more suitable. Instruct students on information on finding jobs through the internet.

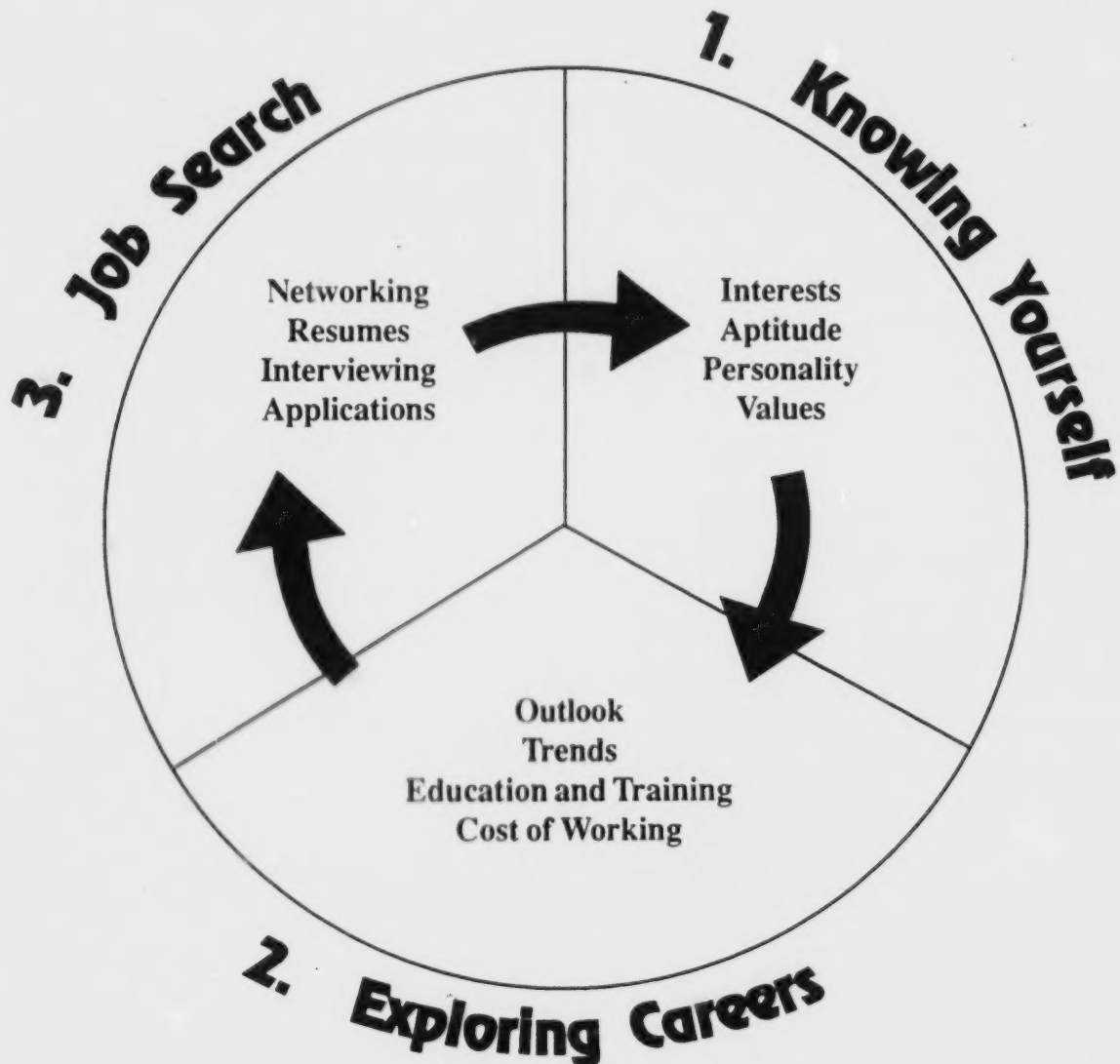
Self Assessment

Career Planning Process

The career planning process is a continuous circle divided into three parts:

1. **Knowing Yourself - Self Assessment**
2. **Exploring Careers - Learn About Occupations and Education Requirements**
3. **Job Search - Learn Job Seeking Skills**

Below you will find the sections in Career Choices and activities in the User's Guide that correspond to the three parts.



SELF ASSESSMENT

....the process of "knowing yourself". It is taking inventory of one's likes, dislikes, personal characteristics, values, wants and needs. It is the first part of the career planning process. Before someone can determine what you want to be you first have to discover who you are. People change, grow and develop. Therefore it is necessary for everyone to re-assess themselves periodically in relationship to their career goals.

Self assessment includes:

- interests
- personality
- lifestyle
- skills/abilities
- values

The worksheets and exercises in this section can help an individual synthesize and organize information about one's self.

Activity 1. "People, Data, Things, Ideas" --organizes students' interest, skills and personality into similar categories of people, data, things, or ideas. The summary sheet on p. I-8 bridges the self assessment to career exploration.

Activity 2. "Career Assessment Guide" -- is an self assessment activity based on the Guide for Occupational Exploration. It offers students a link from the career clusters in the GOE to the occupational brief clusters.

Activity 3. "The Career Key" --by Lawrence K. Jones, PhD. based on Dr. John Holland's theory of six personality types and the corresponding six work environments. The Holland codes as they relate to specific occupations are found in the Career Briefs in Career Choices. College Major by Holland code are also found in the User's Guide.

Activity 4. "Lifestyle Considerations" --can be included with any of the above activities. This assesses students' hobbies, work and non-work past times and how it can affect one's career decisions.

Self assessment summaries and synthesizing activities will help the student formulate career goals and paths. Often seen as a painstaking process, it proves to be quite successful when related to the end result--satisfying employment!

Activity 1.

People, Data, Things, Ideas

INTERESTS

Interests are the things you enjoy doing. Your likes and dislikes in your work and hobby activities will help you plan for careers which best match you. The more interest you have in your work, the happier you will be on the job.

The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things, or ideas.

Directions: In each section (A-D), answer every question with a check in the Yes or No box. When you have answered all the questions, total all the Yes's for each section and fill in the blanks at the bottom of the page.

A. People



Do you like to:	Yes	No
Entertain a child		
Listen to a friend's personal problems		
Teach someone how to do something		
Help someone who is sick		
Lead a group or club activity		
Work with the public		
Run for an office		
Sell a product		
Total Yes		

B. Data



Do you like to:	Yes	No
Research a topic of interest to you		
Be treasurer of a club		
Type/word process reports		
Work scientific experiments		
Work with numbers/statistics		
Figure a car's gas mileage		
Balance a bank statement		
Write a computer program		
Total Yes		

C. Things



Do you like to:	Yes	No
Bake a cake		
Repair car/machinery		
Sew or make crafts		
Build something from wood		
Operate a cash register or calculator		
Operate a computer		
Do landscaping/lawn care		
Operate camera/video equipment		
Total Yes		

D. Ideas



Do you like to:	Yes	No
Decorate a room		
Write a poem or story		
Publish school yearbook or newspaper		
Write lyrics or a rap		
Paint, draw, watercolor		
Perform or act in school play		
Play musical instrument		
Invent a new product		
Total Yes		

My highest section *at this time* is _____.

My next highest section *at this time* is _____.

SKILLS AND ABILITIES

Jobs require different skills and abilities. You may not have all the skills or abilities necessary for many occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease in which you can learn something new.

Directions: In each section (A-D), place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you may not have yet, but feel you could learn with little difficulty. Total the checks made in each section and fill in the blanks at the bottom of the page.

A. People



Do you have the ability/aptitude for:	Check (✓)
Teaching	
Supervising	
Caring for others	
Host or hosting	
Presiding over meetings	
Leading others	
Listening and counseling	
Selling goods/services	
TOTAL ✓'s	

B. Data



Do you have the aptitude/ability for:	Check (✓)
Accounting/record keeping	
Statistical work	
Research	
Testing products/ideas	
Investigating problems	
Computer programming	
Working scientific experiments	
Collecting information	
TOTAL ✓'s	

C. Things



Do you have an aptitude/ability for:	Check (✓)
Repairing things/objects	
Operating machinery or equipment	
Assembling parts	
Using tools	
Cooking/baking	
Operating a sewing machine	
Woodworking	
Construction work	
TOTAL ✓'s	

D. Ideas



Do you have an aptitude/ability for:	Check (✓)
Writing stories/poems	
Composing music	
Designing new products	
Drawing	
Inventing new products	
Acting, singing	
Playing a musical instrument	
Organizing new clubs or activities	
TOTAL ✓'s	

My highest section *at this time* is _____.

My next highest section *at this time* is _____.

I-4

PERSONALITY/TEMPERAMENT

Your personality is a combination of your emotional and behavioral characteristics that make you different from others. Your personality influences how you think, feel and act with different people in different situations.

Different careers relate to different personality traits, also known as temperaments. For example, an outgoing, friendly person who enjoys meeting and talking to people all day would be suited for jobs in sales, customer service or public relations. That is why it is important to consider your personality when choosing careers.

Directions: Think about yourself and your personality when you answer the following questions. In which situations would you prefer the major part of your working day to be involved?

A. People



Are you/Do you . . . ?	Check (✓)
Cheerful to those around you	
Helpful to friends and family	
Cooperative when working in a group or on a team	
Responsive to needs of others	
A leader/organizer of a group	
Outgoing and enjoy meeting new people	
An influencer of people's opinions and attitudes	
Understanding and sympathetic to others	
TOTAL ✓'s	

B. Data



Are you/Do you . . . ?	Check (✓)
Keep organized	
Pay close attention to details	
Prefer to perform repetitive tasks	
Prefer to work with numbers and statistics	
Prefer to work on a set schedule	
Think logically	
Prefer practical ways of doing things	
TOTAL ✓'s	

C. Things



Are you/Do you . . . ?	Check (✓)
Like to work with precise rules, limits or standards	
Prefer to work with machines and objects rather than people	
Efficient	
Prefer to work alone	
Prefer to work with your hands	
Mechanical	
Inquisitive about what makes something work or run	
Resourceful with materials and methods	
TOTAL ✓'s	

D. Ideas



Are you/Do you . . . ?	Check (✓)
Curious about how and why things are the way they are	
Creative	
Seek new ways to doing things	
Artistic	
Prefer to have a variety of duties that change often	
Prefer to set your own schedule	
Versatile and flexible in activities and behaviors	
Expressive, eloquent in writing, performing or drawing	
TOTAL ✓'s	

My highest section at this time is _____.

My next highest section at this time is _____ I-5

WORK VALUES

Job satisfaction comes from having a job that meets your expectations and satisfies your need for employment. The list below includes a number of things people want or "value" in their job. Not all these values are met each day. However, choosing an occupation which allows most of your work values to be present is important.

Directions: Think about what you want from an occupation. From the list below:

1. Check the values that are **MOST** important to you.
2. Add any work values not mentioned which are also important to you.
3. Rewrite the list from 1-10. Put what you value most as #1, and proceed down the list to what you value the least, or is not important to you, at the bottom of the list.

JOB VALUES

- _____ 1. Adventure - working in a job that requires taking risks
- _____ 2. Prestige - having an important position
- _____ 3. Creativity - finding new ways to doing things
- _____ 4. Helping others - working in the assisting and caring of other people
- _____ 5. High earnings - being well paid for the standard of living you want
- _____ 6. Variety of duties - having several different things to do
- _____ 7. Independence - deciding how to do my work
- _____ 8. Exercising leadership - being able to direct and influence others
- _____ 9. _____
- _____ 10. _____

Prioritize your list: From the values listed above, write what is most important to you on Line 1 down to what is least important to you on Line 10.

- _____ 1. _____
- _____ 2. _____
- _____ 3. _____
- _____ 4. _____
- _____ 5. _____
- _____ 6. _____
- _____ 7. _____
- _____ 8. _____
- _____ 9. _____
- _____ 10. _____

RELATED SCHOOL SUBJECTS

Directions: What are your best and favorite subjects in school? If you like a subject and do well in it, it may be a good hint about a career or career cluster for you.

If you enjoy the following school subjects:	AND like working with:	You may consider the following occupations.
Language Arts, English, Speech, Debate, Foreign Language, Journalism	People	Lawyer, Minister, Teacher Assistant, Librarian, Legal Assistant, Receptionist, Secretary
Math, Algebra, Geometry, Tech./ Business Math, Trigonometry, Calculus, Computer Science	Data	Accountant, Computer Programmer, Architect, Bookkeeper, Engineer, Electrician
Physical Science, Biology, Chemistry, Physics, Anatomy, Earth Science, Health Occupations	People/Data	Nurse, Chemist, Lab. Tech, Medical Assistant, Physician, Physical Therapist
Social Studies, ELP, U.S. History, World Civilization, Law and Justice, Sociology, Psychology	People	Teacher, Counselor, Police Officer, Social Worker, Lawyer
Art, Commercial Art, Chorus, Band, Orchestra, Drama	Ideas	Interior Designer, Recreation Worker, Commercial Artist, Actor, Actress, Musician
Typing, Keyboarding, Accounting, Business Law, Recordkeeping, Speed Writing, Business Management, Computer Applications	Data	Bookkeeper, Accountant, Secretary, Reservation Agent, Legal Assistant
Drafting, Architecture, Graphics, Carpentry, Wood Tech, Auto Mechanics, Electronics, TV and Radio	Things/Data	Surveyor, Electronics Technician, Architect, Mechanic, Machinist, Carpenter, Printer
Marketing, Merchandising, Advertising, Sales	People	Sales Representative, Buyer, Cashier, Purchasing Agent, Shipping and Receiving Clerk

SELF ASSESSMENT SUMMARY

Directions: Use the information from Activity 1 to answer the following questions about yourself.

1. INTEREST INVENTORY: My interests were mainly centered around:
_____ people _____ data _____ things _____ ideas
2. SKILLS AND ABILITIES CHECKLIST: My skills were mainly centered around:
_____ people _____ data _____ things _____ ideas
3. From my TEMPERAMENT/PERSONALITY CHECKLIST, I think of myself as being a type of person
_____ people _____ data _____ things _____ ideas
4. TOTAL: _____ people _____ data _____ things _____ ideas
5. My top three WORK VALUES are:
1. _____
2. _____
3. _____
6. My best and/or favorite SCHOOL SUBJECTS are:

7. Careers or career clusters that seem to match my characteristics at this time are (see the Career Briefs, Career Choices):

Directions: The following pages contain an alternate interest inventory. These activities may be more appropriate for students who have previously taken "People, Data, Things and Ideas".

This activity needs to be preceded with a discussion on the concepts of career planning and the importance of self assessment in the process. As with all interest inventories, this is not a test to tell anyone what they should or should not choose for an occupation. Interest inventories and activities are tools to help students organize and clarify their perceptions about themselves.

The following activity is based on the Guide for Occupational Exploration originally published by the U.S. Department of Labor. You do NOT need the book for the following activities. If you do have one available, you may want to refer to it during your class presentations.

The purpose of the Career Assessment Guide is to help students see themselves in relation to career areas. The twelve career interest areas correspond to the interest factors identified from research in interest measurement conducted by the U.S Employment Service. Each of the twelve interest areas are further divided into 66 work groups based on similar capabilities of the worker.

This interest driven activity will benefit students to better relate their likes, abilities, personality and work values to a career area. As the students finish the exercise, instruct them to explore their career interest area further by finding the corresponding career cluster in Career Choices. The Career Choices career clusters which relate to each career interest area are listed on the worksheet.

"Choices Not Chances" is the summary activity for the Career Assessment Guide and a possible addition to a student's portfolio.

Activity 2 (Cont). Career Assessment Guide

Directions:

1. Read the description of the twelve interest areas.
2. For each interest area, check each space under interests, skills, and personality/temperaments that describes YOU!
3. Total your checks for each interest area in the Total ✓'s column.
4. Look in Career Choices, Career Briefs to find further information about careers that interest you.
5. Fill out Choices not Chances.

The 12 Career Interest Areas below can help you match your interests with possible careers. Each Career Interest Area has hundreds of occupations. People change careers several times during their life, and many jobs are created every year. By selecting the Career Interest Area that suits you best, you can be ready for the changing world of work. (NOTE: See the Guide for Occupational Exploration which is categorized by the corresponding numerical digit for further information about each interest area and subgroup.)

ARTISTIC - 01

Literary Arts	01.01
Visual Arts	01.02
Performing Arts/Drama	01.03
Performing Arts/Music	01.04
Performing Arts/Dance	01.05
Craft Arts	01.06
Elemental Arts	01.07
Modeling	01.08

SCIENTIFIC - 02

Physical Sciences	02.01
Life Sciences	02.02
Medical Sciences	02.03
Laboratory Technology	02.04

PLANTS & ANIMALS - 03

Managerial Work	03.01
General Supervision	03.02
Animal Training/Service	03.03
Elemental Work/ Pl.&An.	03.04

PROTECTIVE - 04

Safety & Law Enforcement	04.01
Security Service	04.02

MECHANICAL - 05

Engineering	05.01
Managerial Work	05.02
Engineering Technology	05.03
Air/Water Vehicle Oper.	05.04
Craft Technology	05.05
Systems Operation	05.06
Quality Control	05.07
Land/Water Vehicle Op.	05.08
Material Control	05.09
Crafts	05.10
Equipment Operation	05.11
Elemental Work/Mech.	05.12

INDUSTRIAL - 06

Production Technology	06.01
Production Work	06.02
Quality Control	06.03
Elemental Work/Ind.	06.04

BUSINESS DETAIL - 07

Interviewing, Admin. Det.	07.01
Mathematical Detail	07.02
Financial Detail	07.03
Oral Communications	07.04
Coordinating & Sched.	07.05
Clerical Machine Oper.	07.06
Clerical Handling	07.07

SELLING - 08

Technical Sales	08.01
General Sales	08.02
Vending	08.03

ACCOMMODATING - 09

Hospitality Service	09.01
Barber & Beauty Ser.	09.02
Passenger Services	09.03
Customer Services	09.04
Attendant Services	09.05

HUMANITARIAN - 10

Social Services	10.01
Nursing/Therapy/	
Special Teaching	10.02
Child/Adult Care	10.03

LEADING/INFLUENCING - 11

Mathematics/Statistics	11.01
Education/Library Ser.	11.02
Social Research	11.03
Law	11.04
Business Administration	11.05
Finance	11.06
Services Administration	11.07
Communications	11.08
Promotion	11.09
Regulation Enforcement	11.10
Business Management	11.11
Contracts & Claims	11.12

PHYSICAL PERFORMING - 12

Sports	12.01
Physical Feats	12.02

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See <i>Career Choices</i>
ARTISTIC - 01 People who choose artistic careers have an interest in creative expression of feelings or ideas. You can satisfy this interest in several of the creative or performing arts fields including literary, visual, performing, or crafts.	_____ writing _____ photography _____ dance _____ music _____ drama _____ TOTAL ✓'S	_____ perform before an audience _____ express ideas in writing _____ compose music _____ photograph, videograph _____ express ideas using computer software _____ TOTAL ✓'S	_____ creative _____ artistic _____ expressive _____ versatile _____ inventive _____ TOTAL ✓'S	_____ creativity _____ flexible hours _____ independence _____ public attention _____ recognition _____ TOTAL ✓'S	_____	Writers, Artists, Entertainers, Communications Specialists and Athletes Engineers, Surveyors, and Architects
SCIENTIFIC - 02 People who have an interest in scientific careers enjoy discovering, collecting and analyzing information. This includes research and development of new knowledge in mathematics, physical or life sciences, medicine and veterinary medicine.	_____ collecting data _____ analyzing info. _____ science projects/ experiments _____ using a microscope _____ performing first aid or medical treatment _____ TOTAL ✓'S	_____ use logic to deal with many kinds of problems _____ use chemical formulas _____ follow technical instructions _____ use measurable data to make decisions _____ use laboratory equipment _____ TOTAL ✓'S	_____ inquisitive _____ logical _____ organized _____ reliable _____ structured _____ TOTAL ✓'S	_____ helping others _____ intellectual stimulation _____ prestige _____ research work _____ recognition _____ TOTAL ✓'S	_____	Natural, Computer and Mathematical Scientists Health Professionals and Technicians
PLANTS AND ANIMALS - 03 People in plants and animals occupations have an interest in activities to do with plants and animals, usually in an outdoor setting. This can be done by working in farming, forestry, fishing, or in the training and taking care of animals. With management abilities, you could also own, operate or manage farms or related business and services.	_____ being outdoors _____ cultivating/ harvesting _____ training animals _____ bathing/ grooming pets _____ caring for variety of animals _____ TOTAL ✓'S	_____ use tools and equipment in outdoor settings _____ perform strenuous activities _____ understand and apply procedures _____ follow instructions exactly _____ perform duties requiring manual dexterity _____ TOTAL ✓'S	_____ patient _____ endure weather/ outside work _____ empathy to animals/pets _____ accurate _____ factual _____ TOTAL ✓'S	_____ adventure _____ independence _____ leadership _____ environmental work _____ seasonal work _____ TOTAL ✓'S	_____	Agriculture, Fish & Forestry Workers

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA

INTERESTS

✓ what you enjoy

ABILITIES

✓ what you can do or will develop

PERSONALITY

✓ what describes you

WORK VALUES

✓ what is important to you

TOTAL
✓'S

CAREER CLUSTERS
TO CONSIDER
See *Career Choices*

PROTECTIVE - 04 People in protective occupations have an interest in using authority to protect people and property. You can satisfy this interest by working in law enforcement, fire fighting, and related fields. You may enjoy mental challenge, intrigue, investigation of crimes or fires. Other choices include security guard, wardens, park rangers, or custom officers.	_____ helping people _____ leading a group/ activity _____ safeguarding/ defending people's property _____ working with the public's needs _____ handling emergency situations _____ TOTAL ✓'S	_____ work under pressure _____ work with laws and regulations _____ think clearly and react quickly in emergencies _____ deal with various kind of people _____ keep physically fit _____ TOTAL ✓'S	_____ responsive to needs of others _____ inquisitive _____ helpful to people around you _____ a leader _____ under- standing _____ TOTAL ✓'S	_____ adventure _____ authority _____ public contact _____ leadership _____ community service _____ TOTAL ✓'S	_____	Service Occupations
MECHANICAL - 05 People in mechanical occupations enjoy applying mechanical principals to practical situations using machine, hand tools, or techniques. You may enjoy working with ideas about things which would lead to choices in engineering and technical fields. Working directly with things would lead to choices in crafts, trades, building or repairing objects. This category also includes interests in driving or operating vehicles, mining or construction.	_____ building models _____ fixing broken items _____ using tools _____ designing, sketching, drafting _____ construction projects _____ TOTAL ✓'S	_____ perform detail work with accuracy _____ use blueprints _____ measure, cut and work on materials _____ repair or adjust TV's, radios, phones _____ solve math problems with ease _____ TOTAL ✓'S	_____ inquisitive about how things operate _____ creative _____ resourceful with materials/ methods _____ prefer to work with your hands _____ mathe- matical _____ TOTAL ✓'S	_____ work with machines/ equipment _____ work with numbers _____ creativity _____ variety of duties _____ work with hands _____ TOTAL ✓'S	_____	Engineers, Surveyors and Architects Other Technologists and Technicians Construction and Extractive Workers

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See <i>Career Choices</i>
INDUSTRIAL - 06 People with an interest in industrial occupations enjoy repetitive, concrete, organized activities in a factory setting. This includes the mass production of goods, manual work, operating and taking care of machinery. This can also lead to positions in setting up of machinery and equipment and supervising other workers.	☐ assembling products or things ☐ operating machinery ☐ repetitive activities ☐ working with your hands/ hand tools ☐ keeping tools, machines in operable condition ☐ TOTAL ✓'S	☐ use eyes & hands to do precise work ☐ read and follow directions to assemble something ☐ operate mechanical equipment ☐ apply math skills to count, measure or keep records ☐ follow instructions precisely ☐ TOTAL ✓'S	☐ prefer to work with machines rather than people ☐ prefer limited public contact ☐ prefer indoors ☐ action oriented ☐ steadfast/ strong ☐ TOTAL ✓'S	☐ physical work ☐ routine ☐ work with hands ☐ work with machines/ equipment ☐ active workplace ☐ TOTAL ✓'S		Production Working Occupations Precision Production Occupations
BUSINESS DETAIL - 07 People in business detail occupations have an interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting. The variety of interests and occupations include billing, computing or financial recordkeeping, telephone services, supervision of others, and operation of business machines such as computers, typewriters, and cash registers.	☐ organizing papers and files ☐ computing costs and calculations ☐ keeping records ☐ typing letters, papers and lists ☐ answering telephones/ greeting people ☐ TOTAL ✓'S	☐ basic math accurately ☐ operate business machines ☐ speak/write clearly and accurate ☐ follow procedures ☐ get along well with co-workers ☐ TOTAL ✓'S	☐ accurate with number/ files ☐ logical ☐ practical ☐ organized ☐ pay close attention to details ☐ TOTAL ✓'S	☐ working with numbers ☐ organized environment ☐ routine methods/ tasks ☐ public contact ☐ working with machines/ equipment ☐ TOTAL ✓'S		Executive and Administrative Managers Clerical and Administrative Support Occupations

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	<u>INTERESTS</u> ✓ what you enjoy	<u>ABILITIES</u> ✓ what you can do or will develop	<u>PERSONALITY</u> ✓ what describes you	<u>WORK VALUES</u> ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See <i>Career Choices</i>
SELLING - 08 People with an interest in selling occupations enjoy bringing others to a point of view by personal persuasions, using sales and promotional techniques. The variety of sales occupations include interest in complex, technical equipment to sell to sales in stores, offices or in homes. This category also includes occupations in legal work, business negotiations and advertising.	☐ meeting new people ☐ shopping ☐ advising people on new products, services or ideas ☐ demonstrating, teaching new skills to others ☐ negotiating transactions and agreements ☐ TOTAL ✓'S	☐ persuade others ☐ demonstrate/exhibit products ☐ talk easily to strangers ☐ assist people in locating the best products/services ☐ treat people respectfully even in difficult situations ☐ TOTAL ✓'S	☐ outgoing ☐ extroverted ☐ friendly ☐ congenial ☐ sociable ☐ TOTAL ✓'S	☐ competition ☐ flexible hours ☐ independence ☐ persuading others ☐ public contact ☐ TOTAL ✓'S	☐	Marketing and Sales Occupations
ACCOMMODATING - 09 People in accommodating careers have interests in catering to the wishes and needs of others, usually on a one-to-one basis. Careers in this area include hospitality services such as working in hotels, restaurants and airplanes. Cosmetology, ticket taking ushering, and customer service are also included.	☐ caring for others ☐ meeting and greeting people ☐ trying new hair styles ☐ working with the public ☐ serving food ☐ TOTAL ✓'S	☐ talking easily with strangers ☐ use math to total costs and make change ☐ use a variety of hand tools ☐ give directions and information as needed ☐ handle emergency situations ☐ TOTAL ✓'S	☐ outgoing ☐ sociable ☐ responsive to needs of others ☐ sympathetic ☐ congenial/friendly ☐ TOTAL ✓'S	☐ routine methods/tasks ☐ working with your hands ☐ creativity ☐ public contact ☐ physical work ☐ TOTAL ✓'S	☐	Service Occupations

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See <i>Career Choices</i>
HUMANITARIAN - 10 People in humanitarian careers have an interest in helping others with their mental, spiritual, social, physical or vocational concerns. Careers in this area include nursing, therapy, ministry, social services and auxiliary health care such as aides, orderlies and technicians.	☐ caring for the sick ☐ listening to a friend's problems ☐ teaching ☐ spiritual/religious activities ☐ community/volunteer services ☐ TOTAL ✓'S	☐ gain trust/confidence of people ☐ understand people's feelings ☐ define problems and offer solutions ☐ work fast in an emergency ☐ communicate with various types of people ☐ TOTAL ✓'S	☐ sympathetic ☐ caring ☐ responsive to needs of others ☐ helpful to people around you ☐ cheerful ☐ TOTAL ✓'S	☐ helping others ☐ variety of duties ☐ independence ☐ influencing others ☐ creativity ☐ TOTAL ✓'S	 ☐	Social Scientists, Social Workers, Religious Workers and Lawyers Teachers, Librarians and Counselors Health Professionals and Technicians
LEADING-INFLUENCING - 11 People in this group have an interest in leading and influencing others by using their verbal or numerical abilities. Careers in this area range from teaching, finance, law, social research, public relations, business administration and management.	☐ analyze and interpret information ☐ present information to a group ☐ write reports ☐ teach/supervise others ☐ lead activities ☐ TOTAL ✓'S	☐ direct others activities ☐ speak to groups or classes ☐ communicate well, written or verbal ☐ plan and implement activities or projects ☐ campaign or lobby for a cause ☐ TOTAL ✓'S	☐ a leader ☐ assertive ☐ self confident ☐ positive ☐ assistive ☐ TOTAL ✓'S	☐ authority ☐ competition ☐ independence ☐ leadership ☐ persuading others ☐ TOTAL ✓'S	 ☐	Executive and Administrative Managers Social Scientists, Social Workers, Religious Workers and Lawyers Writers, Artists, Entertainers, Communications Specialists and Athletes Teachers, Librarians and Counselors

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	<u>INTERESTS</u> ✓ what you enjoy	<u>ABILITIES</u> ✓ what you can do or will develop	<u>PERSONALITY</u> ✓ what describes you	<u>WORK VALUES</u> ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER <i>See Career Choices</i>
PHYSICAL PERFORMING - 12 Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group instruction, and recruit players for professional, collegiate teams or in a recreational settings.	☐ participating in athletic events ☐ teaching/instructing ☐ physical fitness ☐ observing athletic games ☐ coaching ☐ TOTAL ✓'S	☐ make quick decisions and enforce them ☐ master rules and play accordingly ☐ proficiently play a sport ☐ teach others your skills/abilities ☐ organize individuals into a team ☐ TOTAL ✓'S	☐ agile ☐ athletic ☐ quick thinking/acting ☐ organized ☐ team oriented ☐ TOTAL ✓'S	☐ authority ☐ competition ☐ recognition ☐ prestige ☐ travel ☐ TOTAL ✓'S	☐	Writers, Artists, Entertainers, Communications Specialists and Athletes

RELATED SCHOOL SUBJECTS

Directions: Think about the school subjects you both enjoy and do well. They may lead to possible career choices for you.

If you enjoy and do well in ...	Career Interest Area	Occupations to Explore Further
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Auto Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist, Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Roofers
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical Industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians, Home Health Aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Home Economics	Accommodating Selling Humanitarian	Child Care Workers, Cooks, Orderlies, Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists, Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers, Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical Performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals

CHOICES NOT CHANCES

Directions: Use the Career Assessment Guide to summarize your findings

Summary and Action Plan

1. Career Interest Areas which best suit me at this time are: (check areas with most total ✓'s from worksheet.)

☐ Artistic	☐ Protective	☐ Business Detail	☐ Humanitarian
☐ Scientific	☐ Mechanical	☐ Selling	☐ Leading-Influencing
☐ Plants & Animals	☐ Industrial	☐ Accommodating	☐ Physical Performing

2. Occupations and related occupations which interest me are:

3. School subjects which will help me prepare for my career goals are:

4. Skills I will need to develop:

5. Action Plan: Things I need to do:

☐ Talk to someone working in a career area I am interested in

☐ Go to career center/library for more information

☐ Check what places can train me for these choices

☐ Update my 4-year plan

☐ Talk to my counselor/IEC about my choices

6. Suggestion: Put this Summary and Action Plan in your career portfolio for further reference.

Activity 3. The Career Key

The Career Key is designed to assist students to select possible career choices by matching their needs, values, abilities, skills, interest and aspirations to an occupation's demands and its potential to satisfy their needs. The information the student gathers is organized by the Holland Orientation Theory.

After administering The Career Key, explain to the student the six orientations according to the Holland Theory. They can then search in the following pages or in Career Choices for additional occupations that match their codes. Also available for students' use is, "Holland Personality Types and Work Environments and College Majors" in the User's Guide. Schools and agencies are allowed to copy The Career Key. See the copyright information at the bottom of The Career Key.

Holland's Personal Orientations (Lifestyles)

Or Preferred Approaches to Life Situations

REALISTIC people are characterized by competitive/assertive behavior and by interest in activities that require motor coordination, skill, and physical strength. People oriented toward this role prefer situations involving "action solutions" rather than tasks involving verbal or interpersonal skills. They like to take a concrete approach to problem-solving rather than relying on abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas.

INVESTIGATIVE persons prefer to think rather than to act, to organize and understand rather than to persuade. They are not apt to be too "people oriented."

SOCIAL people seem to satisfy their needs in a teaching or helping situation. In contrast to investigative and realistic people, social types are drawn more to seek close interpersonal relationships and are less apt to engage in intellectual or extensive physical activity.

CONVENTIONAL people don't mind rules and regulations and emphasize self-control. They prefer structure and order to ambiguity in work and interpersonal situations. They place value on prestige or status.

ENTERPRISING people are verbally skills and use this skill in persuasion rather than support of others. They also value prestige and status and are more apt to pursue it than conventional people.

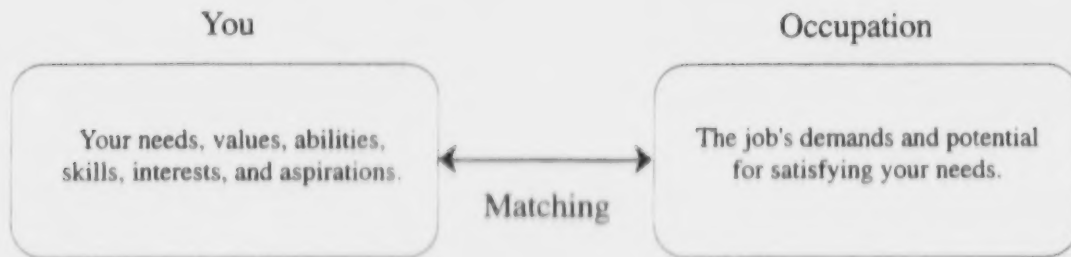
ARTISTIC people value self-expression and relations with others through artistic expression. They dislike structure, prefer tasks involving personal or physical skills, and are more prone to expression of emotion than others. They are like investigative people but are more interested in the cultural-aesthetic than the scientific.

The Career Key

Measure your interests and learn which jobs fit you best.

By Lawrence K. Jones, Ph.D.

Choosing an occupation or a job is a matching process:



The *Career Key* unlocks the mystery of this matching process. It will show you how to identify the jobs most likely to satisfy you.

Turn the page to begin.

Name _____

Date _____

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How You See Yourself

Read each statement below and decide how much it describes you. If the statement is very true of you, write a "2" on the line next to it. If the statement is mostly true of you, write in a "1". If the statement does not describe you, write in a "0".

R

- _____ I like to work with things you can see and touch, like animals, tools, or machines.
- _____ Compared to others my age, I am good at working with tools, machines, or animals.
- _____ I value practical things you can see or touch like plants and animals you can grow, or things you can build or make better.
- _____ I am practical, mechanical, and realistic.

A

- _____ I like to do creative activities like art, drama, crafts, dance, music, or creative writing.
- _____ Compared to others my age, I have good artistic abilities -- in creative writing, drama, crafts, music, or art.
- _____ I value the creative arts -- like drama, music, art, or the works of creative writers.
- _____ I am artistic, imaginative, original, and independent.

E

- _____ I like to lead and persuade people, and to sell things or ideas.
- _____ Compared to persons my age, I am good at leading people and selling things or ideas.
- _____ I value success in politics, leadership, or business.
- _____ I am energetic, ambitious, and sociable.

I

- _____ I like to study and solve math or science problems.
- _____ I am good at solving science and math problems, compared to others my age.
- _____ I value science.
- _____ I am precise, scientific, and intellectual.

S

- _____ I like to do things where I can help people: like teaching, first aid, or giving information.
- _____ Compared to persons my age, I am good at teaching, counseling, nursing, or giving information.
- _____ I value helping people and solving social problems.
- _____ I am helpful, friendly, and trustworthy.

C

- _____ I like to work with numbers, records, or machines in a set, orderly way.
- _____ Compared to persons my age, I am good at working with written records and numbers in a systematic, orderly way.
- _____ I value orderliness and accuracy.
- _____ I am careful, orderly, and neat.

Now, add the number of points you have for the **R** statements. Write that sum on *Line 1* on the next page. Then, do the same for the other letters -- **I**, **A**, **S**, **E**, and **C**.

Appealing Occupations

For the jobs listed below, write a "2" next to those that definitely interest or attract you in some way. Write in a "1" for those that might interest you. And, write in a "0" for any that you are undecided about, that do not sound interesting, or that you would dislike.

R ___ Bus Driver	R ___ Airplane Pilot	R ___ Mechanical Engineer
S ___ Sports Instructor	S ___ Counselor	S ___ Social Worker
R ___ Fish & Game Warden	R ___ Forester	R ___ Carpenter
S ___ Librarian	S ___ Nurse	S ___ Teacher
C ___ Bank Teller	C ___ Bookkeeper	C ___ Post Office Clerk
A ___ Photographer	A ___ Musician	A ___ Novelist
C ___ Insurance Clerk	C ___ Tax Expert	C ___ Secretary
A ___ Actor	A ___ Graphic Designer	A ___ Singer
I ___ Biologist	I ___ Laboratory Technician	I ___ Meteorologist
E ___ Lawyer	E ___ Apartment Manager	E ___ Sales Manager
I ___ Chemist	I ___ Surgeon	I ___ Chemical Technician
E ___ Restaurant Manager	E ___ Salesperson	E ___ Insurance Sales Agent

To the left of each job title you see a letter, an R, I, A, S, E, or C. Carefully add the number of points that you have for the six R jobs, and write that sum in the space below on *Line 2*. Do the same for the other letters: I, A, S, E, and C.

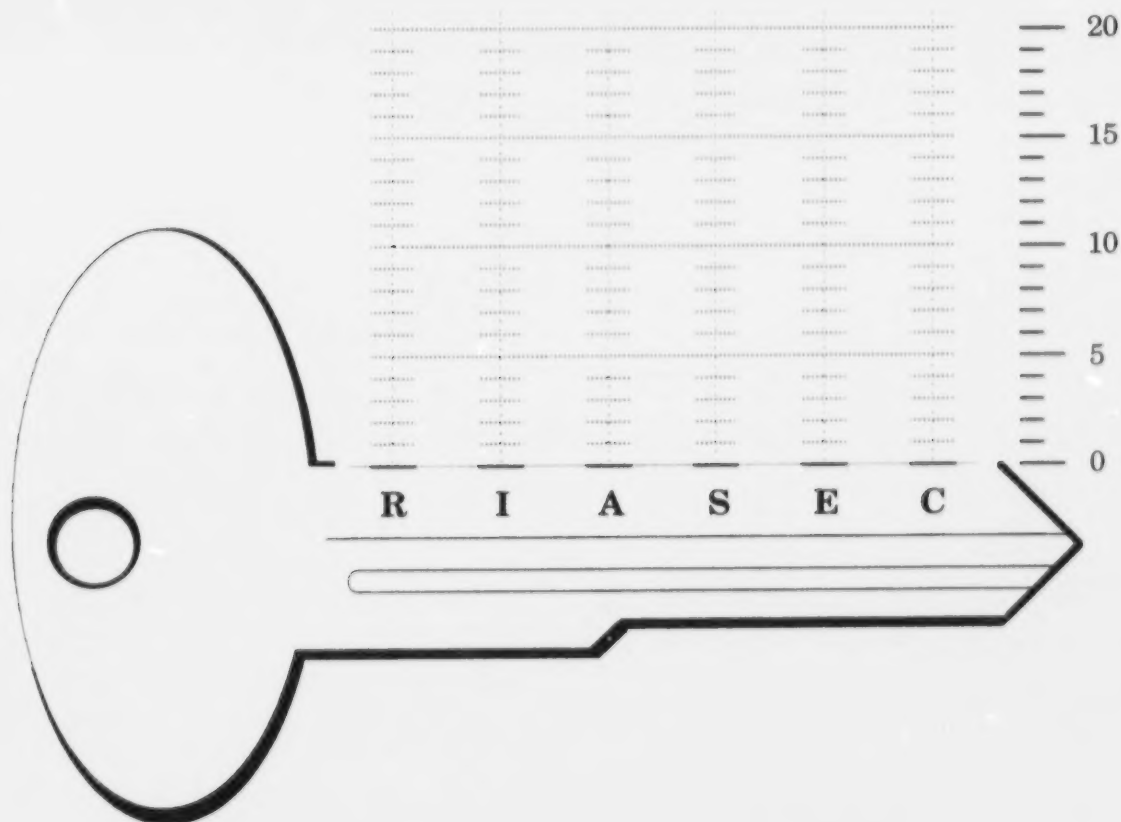
Now, add *lines 1* and *2* and put your answer on *Line 3* to get your total score.

<i>Line 1:</i>	_____	_____	_____	_____	_____	_____	
	R	I	A	S	E	C	
	+						
<i>Line 2:</i>	_____	_____	_____	_____	_____	_____	
	R	I	A	S	E	C	
Total:	<i>Line 3:</i>	_____	_____	_____	_____	_____	
		R	I	A	S	E	C

You will use your total scores on *Line 3* to make your Career Key on the next page.

Your Career Key

Now you are ready to construct your Career Key. Begin with the total number points you have for **R** from *Line 3* of the previous page. Make a small "x" on the graph below, above the **R** for that number. Do the same for the remaining letters: **I, A, S, E, and C**. Once you have done this, draw a line connecting your "x's" to complete the key. This is your Career Key.



According to Dr. John Holland, there are six types of people -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The highest scores on your Career Key are the personality types that you are most like.

On the next few pages, many jobs are listed. They are grouped in two ways:

1. The jobs are grouped according to the six personality types -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
2. Then, under each of the six types, the jobs are grouped into *work groups*. For example, see "Engineering [05.01]", on the next page. The workers in these groups of jobs have similar traits -- interests, skills, abilities, and level of training.

Read over the jobs listed for the two or three personality types that are highest on your Career Key. Place a checkmark (✓) next to those that interest you, or those you would like to know more about.

Occupations

Realistic Occupations

Plants and Animals [03.01, 03.02, 03.03, 03.04]

- Animal Breeder
- Animal Trainer
- Dog Groomer
- Farmer
- Farm Manager
- Fish Farmer
- Forester
- Greenskeeper
- Horse Trainer
- Landscape Gardener
- Livestock Rancher
- Logger
- Nursery Manager
- Supervisor, Livestock-Yard
- Teacher, Vocational-Agricultural
- Tree Surgeon

Safety and Law Enforcement [04.01, 04.02]

- Detective
- Fire Chief
- Fire Fighter
- Fire Inspector
- Fish and Game Warden
- Narcotics Investigator
- Park Ranger
- Police Officer
- Security Guard
- Highway Patrol Officer
- Wildlife Agent

See also Regulations Enforcement, under Conventional Occupations.

Engineering [05.01]

- Aeronautical Engineer
- Agricultural Engineer
- Air Analyst
- Architect
- Chemical Engineer
- Civil Engineer
- Electrical Engineer
- Electrical Technician
- Electronics Engineer
- Electronics Technician
- Instrument Technician
- Land Surveyor
- Landscape Architect
- Laser Technician

- Materials Engineer
- Mechanical Engineer
- Mechanical-Engineering
- Nuclear Engineer
- Plant Engineer
- Pollution-Control Engineer
- Safety Engineer
- Sales-Engineer
- Software Technician
- Teacher, Industrial Arts
- Tool Designer

Engineering Technology [05.03]

- Air Traffic Controller
- Building Inspector
- Commercial Drafter
- Industrial Engineering Technician
- Marine Surveyor
- Pollution-Control Technician
- Radio/TV Transmitter Operator
- Safety Inspector
- Technical Illustrator
- Traffic Technician

Managerial Work:

Mechanical [05.02]

- Manager, Food Processing Plant
- Manager, Solid-Waste-Disposal
- Radio/TV Technical Director
- Superintendent, Maintenance
- Water Control Supervisor

Vehicle Operation [05.04, 05.08, 09.03]

- Air Plane Pilot
- Flying Instructor
- Helicopter Pilot
- Master or Ship Captain
- Ambulance Driver
- Bus Driver
- Locomotive Engineer
- Taxi Driver
- Truck Driver

Craft Technology [05.05]

- Bricklayer
- Carpenter
- Oil-Burner-Servicer and Installer
- Paperhanger

- Plumber
- Tile Setter
- Avionics Technician (aircraft electronics)
- Cable-Television Technician
- TV or Computer Repairer
- Electrician
- Elevator Repairer
- Electric Line Repairer
- Telephone Office Repairer
- Machinist
- Sheet-Metal Worker
- Structural-Steel Worker
- Tool-and-Die Maker
- Welder
- Cabinetmaker
- Aircraft Mechanic
- Automobile Mechanic
- Diesel Mechanic
- Furnace Installer-Repairer
- Locksmith
- Refrigeration Mechanic
- Small-Engine Mechanic
- Camera Repairer
- Dental Laboratory Technician
- Optician
- Orthodontic Technician
- Offset-Press Operator
- Piano Tuner
- Pipe-Organ Installer
- Tailor or Dressmaker
- Furniture Upholsterer
- Shoe Repairer
- Chef
- Dietetic Technician

Systems Operation [05.06]

- Boiler Operator
- Electric Power Plant Operator
- Refrigerating Engineer
- Water-Treatment-Plant Operator

Quality Control [05.07, 06.03]

- Airplane Inspector
- Garment Inspector
- Machine Tester
- Meat Grader
- Telephone Equipment Inspector

Turn the page for more Realistic occupations.

Realistic (continued)

Crafts [05.10]

- Appliance Repairer
- Baker
- Cook
- Diver
- Farm Equipment Mechanic
- Floor Covering Installer
- Glazier (glass installer)
- Meatcutter
- Painter
- Recording Engineer
- Roofer

Equipment Operation [05.11]

- Bulldozer Operator
- Miner
- Power-Shovel Operator
- Tower-Crane Operator

Production Technology

[06.01, 06.02]

- Dry Cleaner
- Precision-Lens Grinder
- Quality-Control Inspector
- Supervisor, Engine Assembly

Craft Arts [01.06]

- Graphic Arts Technician
- Jeweler
- Taxidermist

Investigative Occupations

Physical Sciences [02.01]

- Astronomer
- Chemist
- Environmental Analyst
- Geographer
- Geologist
- Hydrologist
- Mathematician
- Metallurgist, Physical
- Meteorologist
- Oceanographer
- Paleontologist
- Physicist
- Teacher, Physical Sciences

Life Sciences [02.02]

- Animal Scientist
- Anthropologist, Physical
- Biochemist
- Biologist

- Botanist
- Biomedical Engineer
- Coroner
- Entomologist
- Food Technologist
- Geneticist
- Horticulturist
- Microbiologist
- Plant Breeder
- Pharmacologist
- Plant Pathologist
- Soil Scientist
- Soil Conservationist
- Teacher, Life Sciences
- Zoologist

Medical Sciences [02.03]

- Anesthesiologist
- Audiologist
- Cardiologist
- Chiropractor
- Dentist
- Dermatologist
- General Practicing Physician
- Gynecologist
- Internist
- Neurologist
- Obstetrician
- Ophthalmologist
- Optometrist
- Pediatrician
- Podiatrist
- Psychiatrist
- Radiologist
- Surgeon
- Speech Pathologist
- Urologist
- Veterinarian

Laboratory Technology

[02.04]

- Biomedical Equipment Technician
- Chemical Technician
- Dental-Laboratory Technician
- Dietetic Technician
- Embalmer
- Laboratory Technician
- Metallurgic Technician
- Orthodontic Technician
- Pharmacist
- Photographic Darkroom Technician
- Physical Therapy Technician
- Seed Analyst
- Ultrasound Medical Technologist

Mathematics and Statistics

[11.01]

- Actuary
- Computer Programmer
- Financial Analyst
- Mathematical Technician
- Statistician
- Systems Analyst
- Teacher, Mathematics

Social Research [11.03]

- Archeologist
- Anthropologist
- Developmental Psychologist
- Historian
- Industrial Psychologist
- Political Scientist
- Sociologist
- Urban Planner

Artistic Occupations

Literary Arts [01.01]

- Book Editor
- Critic
- Editorial Writer
- Film Editor
- Playwright
- Screen Writer
- Writer

Visual Arts [01.02]

- Architect
- Art Teacher
- Cartoonist
- Clothes Designer
- Fashion Artist
- Graphic Designer
- Illustrator
- Industrial Designer
- Interior Designer
- Landscape Architect
- Painter
- Photographer
- Set Designer
- Technical Illustrator

See also Craft Arts, under Realistic Occupations.

Drama and Dance [01.03,

01.05, 01.07, 01.08]

- Actor/Actress
- Comedian
- Dancer
- Dancing Instructor
- Drama Teacher

- Model
- Motion Picture Director
- Radio and Television Announcer
- Stage Director

Music [01.04]

- Choral Director
- Composer
- Music Director
- Music Teacher
- Musician
- Orchestra Conductor
- Singer

Social Occupations

Social Services [10.01]

- Career Counselor
- Clergy or Religious Workers
- Clinical Psychologist
- Counselor
- Counseling Psychologist
- Dean of Students
- Parole Officer
- School Counselor
- School Psychologist
- Social Worker, Psychiatric
- Social Worker, School
- Vocational-Rehabilitation Counselor

Nursing, Therapy & Specialized Teaching [10.02]

- Athletic Trainer
- Dental Hygienist
- Licensed Practical Nurse
- Nurse
- Nurse Instructor
- Occupational Therapist
- Physical Therapist
- Physician Assistant
- Radiologic (X-ray) Technologist
- Recreation Therapist
- Respiratory Therapist
- Teacher, Handicapped Students
- Teacher, Kindergarten

Child and Adult Care [10.03]

- Emergency Medical Technician
- Hospital Orderly
- Nurse Aide
- Practical Nurse

Educational and Library Services [11.02]

- Director, Museum or Zoo
- Extension Service Specialist
- Home Economist
- Librarian
- Music Librarian
- School Media Specialist
- Teacher, College
- Teacher, Elementary
- Teacher, High School
- Teacher, Technology

Sports [12.01, 12.02]

- Head Coach
- Professional Athlete
- Scout, Professional
- Sports Instructor
- Umpire

Enterprising Occupations

Sales [08.01, 08.02]

- Auctioneer
- Buyer
- Driver, Sales Route
- Fund Raiser
- Pawn Broker
- Sales Agent, Financial Services
- Sales Agent, Insurance
- Sales Agent, Real Estate
- Salesperson, Automobiles
- Salesperson, Office Machines
- Sales Representative, Aircraft
- Salesperson, Computers
- Telephone Solicitor
- Travel Agent
- Wedding Consultant

Hospitality, Beauty, and Customer Services [09.01, 09.02, 09.04, 09.05]

- Automobile Rental Clerk
- Barber
- Bartender
- Cosmetologist
- Flight Attendant
- Guide, Hunting and Fishing
- Hair Stylist
- Manicurist
- Masseur/Masseuse
- Recreation Leader
- Sales Clerk
- Waiter/Waitress

Law [11.04]

- Arbitrator
- Customs Broker
- District Attorney
- Hearing Officer
- Judge
- Lawyer, Corporation
- Lawyer, Criminal
- Lawyer, Employment
- Lawyer, Real Estate
- Paralegal
- Patent Agent

Business Administration [11.05]

- Business Manager, College or University
- Editor, Managing, Newspaper
- Manager, Branch
- Manager, City
- Manager, Department Store
- Manager, Industrial
- Manager, Office
- Manager, Personnel
- Manager, Sales
- President, Bank
- Purchasing Agent

Finance [11.06]

- Accountant
- Appraiser
- Auditor
- Controller
- Credit Analyst
- Loan Officer
- Market-Research Analyst
- Sales Agent, Securities
- Securities Trader
- Treasurer
- Underwriter

See also Mathematical Detail, under Conventional Occupations.

Administration of Services to the Public [11.07]

- Administrator, Hospital
- Curator
- Director, Commission for the Blind
- Director, School of Nursing
- President, College
- Public Health Educator
- School Principal
- Superintendent, Schools
- Welfare Director

Social (continued)

- Teacher, Elementary
- Teacher, High School

Sports [12.01, 12.02]

- Head Coach
- Professional Athlete
- Sports Instructor
- Umpire

Enterprising Occupations

Sales [08.01, 08.02]

- Auctioneer
- Buyer
- Driver, Sales Route
- Fund Raiser
- Pawn Broker
- Sales Agent, Insurance
- Sales Agent, Real Estate
- Salesperson, Automobiles
- Salesperson, Office Machines
- Sales Representative, Aircraft
- Salesperson, Computers
- Telephone Solicitor
- Travel Agent

Hospitality, Beauty, and Customer Services [09.01, 09.02, 09.04]

- Automobile Rental Clerk
- Barber
- Bartender
- Cosmetologist
- Flight Attendant
- Guide, Hunting and Fishing
- Hair Stylist
- Recreation Leader
- Sales Clerk

Law [11.04]

- Arbitrator
- District Attorney
- Judge
- Lawyer
- Paralegal Assistant

Business Administration [11.05]

- Business Manager, College or University
- Editor, Managing, Newspaper
- Manager, Branch
- Manager, City
- Manager, Department Store

- Manager, Industrial
- Manager, Office
- Manager, Personnel
- Manager, Sales
- President, Bank
- Purchasing Agent

Finance [11.06]

- Accountant
- Appraiser
- Auditor
- Controller
- Loan Officer
- Sales Agent, Securities
- Securities Trader
- Treasurer
- Underwriter

See also Mathematical Detail, under Conventional Occupations.

Administration of Services to the Public [11.07]

- Administrator, Hospital
- President, College
- Public Health Educator
- School Principal
- Superintendent, Schools
- Welfare Director

Communications [11.08]

- Editor, Newspaper
- Editor, Technical and Scientific Publications
- Radio/TV News Director
- Reporter
- Translator

Promotion [11.09]

- Director, Fundraising
- Foreign-Service Officer
- Lobbyist
- Manager, Advertising
- Public-Relations Representative

Regulations Enforcement [11.10]

- Chief Bank Examiner
- Customs Inspector
- Immigration Inspector
- Inspector, Fraud
- Safety Inspector

See also Safety and Law Enforcement, under Realistic Occupations.

Business Management [11.11]

- Director, Food Services
- Director, Funeral
- Manager, Apartment House
- Manager, Department
- Manager, Hotel or Motel
- Manager, Retail Store

Contracts and Claims [11.12]

- Claim Adjuster
- Contract Administrator
- Literary Agent

Conventional Occupations

Administrative Detail [07.01]

- Court Clerk
- Driver's License Examiner
- Eligibility Worker
- Financial-Aid Counselor
- Medical Secretary
- Secretary
- Town Clerk

Mathematical Detail [07.02]

- Bookkeeper
- Insurance Clerk
- Payroll Clerk
- Tax Clerk

See also Finance, under Enterprising Occupations.

Financial Detail [07.03]

- Bank Teller
- Cashier
- Post Office Clerk
- Ticket Seller

Oral Communications [07.04]

- Dispatcher, Maintenance
- Receptionist
- Reservation Agent, Airline
- Telephone Operator

Records Processing [07.05, 07.06, 07.07]

- Clerk, General
- Clerk-Typist
- Computer Terminal Operator
- File Clerk
- Mail Carrier
- Proofreader
- Stenographer
- Title Searcher

HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS OCCUPATIONS AND COLLEGE MAJORS

REALISTIC

Personality	Work Environments	Sample Occupations	Sample College Majors
•prefers to work with things •present oriented •structured patterns of thoughts •mechanical •athletic •persistent	•technical/mechanical •production oriented •hands on tasks •industrial •outdoors	•Animal Caretakers(RCE) •Drywall Installers(RCE) •Heating/Air Refrigerator Mechanics(REC) •Auto Mechanics(RES) •Cooks(RSE) •Electricians/Electrical Engineering Technicians(RES) •Printing Machine Operators(RIC)	•Welding(REI) •Animal Care Technology (REI) •Heating/Air Technology (RES) •Forestry(REI) •Marine Technology (REA) •Building Construction Technology (RIE) •Robotic Technology (RIS) •Electrical Engineering (RIE)

INVESTIGATIVE

Personality	Work Environments	Sample Occupations	Sample College Majors
•analytical •mathematical •scientific •originality •problem solver	•rewards high academic achievement •uses technical abilities to complete tasks •creative scrutiny of physical biological or cultural theories	•Chemist/Biological Scientist(IER) •Computer Analyst(IER) •Drafters(IRE) •Medical Lab Technician(IRE) •Veterinarian/Veterinarian Technicians(IRE) •Emergency Medical Technicians(IRE) •Technical Writers(IRS) •Physician Assistants(ISA)	•Environmental Science Technology(IRE) •Veterinary Medical Technology(IRE) •Chemical Engineering Technology(IRE) •Drafting Technology(IRE) •Operating Room Technology(ISA) •Computer Emergency Technology(IRE) •Genetics (IRS) •Physician Assistant(ISA) •Medicine, MD (IRS)

HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS OCCUPATIONS AND COLLEGE MAJORS

ARTISTIC

Personality	Work Environments	Sample Occupations	Sample College Majors
•rely on feelings & imagination •expressive •intuitive •values esthetics	•unstructured •allows non-conformity •allows originality •rewards creativity	•Artistic/Commercial Artist(AES) •Designers(AES) •Musical Directors(AES) •Instrumental Musicians(AES) •Photographers (ASE) •Writers/Editors(ASE) •Architects(AIE)	•Clay Productions Crafts(AIR) •Commercial Art(AEI) •Commercial Graphics(AES) •Interior Design(AES) •Fine & Creative Wood Working(AES) •Fiber Production Crafts(AES) •Architecture (AIR) •Art/Art Teacher (ASE)

SOCIAL

Personality	Work Environments	Sample Occupations	Sample College Majors
•sensitive to needs of others •helpful, caring, empathic •enjoys interpersonal gatherings •values educational & social issues	•cooperative •interactive •provides services to others •rewards personal growth in others	•Teachers(SAE) •Clergy (SAI) •Nurses/Nurses Aids(SIE) •Police Affairs((SER) •Counselors(SEC) •Home Health Aids(SER) •Physical Therapist/Assistants(SEC) •Librarians/Library	•Child Care Workers (SAE) •Early Childhood Associate(SAE) •Nurse Education(SIA) •Home Health(SER) •Physical Therapist Assistant(SCR) •Basic Law Enforcement(SER) •Paralegal Technology(SEC) •Recreation Associate(SCR)

HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS OCCUPATIONS AND COLLEGE MAJORS

ENTERPRISING

Personality	Work Environments	Sample Occupations	Sample College Major
•adventurous •leadership •persuasive •value political & economic matters	•managerial roles in organizations •business driven •entrepreneurial •rewards monetary gains & achievements	•Lawyers (ESA) •Sales Representatives(ESA) •Public Relations Specialist(ESA) •Financial Analyst(ESC) •Travel Agents (ESA) •Flight Attendants (ESC) •Hairdressers/Cosmetologist(ESR) •Reporters (EAS)	•Banking & Finance(ESR) •Fashion Merchandising & Marketing(ESA) •Food Service Management(ESC) •Hospitality/Tourism(ESR) •Business Administrator(ESC) •Personnel Management(ESR) •Real Estate •Hotel & Restaurant Management(ESR) •Law, J.D. (ESA)

CONVENTIONAL

Personality	Work Environments	Sample Occupations	Sample College Major
•structured •accurate •detail- oriented •loyal followers	•business-detail •data generated •traditional •rewards conformity & dependability	•Accountants(CES) •Mail Clerks (CRS) •Bank Tellers(CSE) •Cashiers(CSE) •Office Clerks(CSE) •Medical Record Technician(CSE) •Secretaries(CSE) •Bookkeepers(CSR)	•Business Computer Programming(CRI) •Court Reporting(CSE) •Data Entry Operations(CSE) •General Office(CSE) •Secretarial - Legal (CSE) •Medical Record Technology(CSE) •Broadcast Technology(CER)

Activity 4. Life Style Considerations

Directions: Answer the following questions in the spaces provided.

1. Describe your present life style. What are your hobbies. What do you do when you are not working or in school?

2. What part of your life do you enjoy the most? Time with family? Learning new things? Socializing with friends? Other?

3. What part of your life do you dislike? Do you expect this to change?

4. Who are the most important people in your life and how do they influence your decisions?

5. If you have been previously employed, what are 3 things about your job that you liked?
What 3 things about your job did you dislike?

LIKES

1. _____
2. _____
3. _____

DISLIKES

1. _____
2. _____
3. _____

6. List four occupations that you have thought about doing? State why each appeals to you?

1. _____

2. _____

3. _____

4. _____

Activity 5a.

Career Planning TO DO List

Directions: Check (✓) the things you have finished in your career planning process.

Have you:

- _____ 1. Taken an interest inventory?
- _____ 2. Taken an aptitude or abilities test?
- _____ 3. Used a computerized information system?
- _____ 4. Used or checked on books on careers from your school?
- _____ 5. Interviewed someone in an occupation of interest to you?
- _____ 6. Attended a Career Fair or Career Day in your school or community?
- _____ 7. Talked to college admissions representatives?
- _____ 8. Talked to military recruiters?
- _____ 9. Looked at college catalogues?
- _____ 10. Reviewed career/college plans with your parents?
- _____ 11. Completed a career shadowing program?
- _____ 12. Discussed your career/college plans with a school counselor or advisor?
- _____ 13. Prepared a resume?
- _____ 14. Visited schools you are interested in attending?

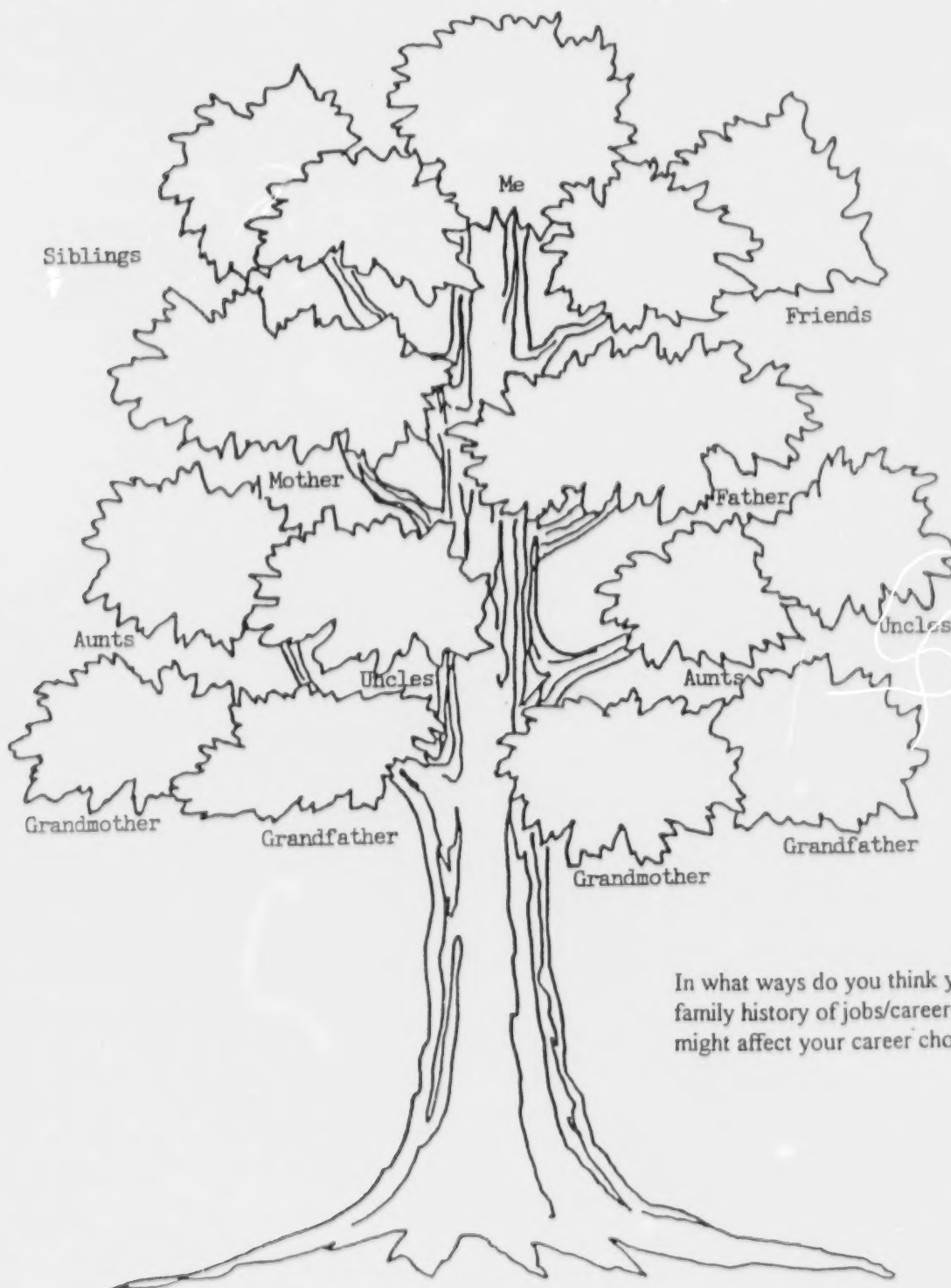
TO DO	
1 Interest Inventory	✓
2 Aptitude Test	
3 Career Day/Fair	
4 College Admissions	
5 Military Recruiters	
6 Shadowing	
7 Resume	
8 School Visits	



Look at your list. What things have you not accomplished yet? Try to make plans to do these if/when appropriate.

Activity 5b. Family Job Tree

Directions: Fill in the jobs that your family members hold or have held in the past.



In what ways do you think your family history of jobs/careers might affect your career choices?

Career Exploration

CAREER EXPLORATION

After assessing one's self, the second step in the career planning process is to locate information about careers. Career information is everywhere. You need to know where resources are located and the kind of information they provide. Careers are rapidly changing and career information needs to stay current with these changes.

Local Publications and Resources

- ☐ Classified ads in newspapers
- ☐ Job advertisements on TV and radio stations
- ☐ Advertisements on neighborhood bulletin boards
- ☐ Newspaper articles to discover new and expanding companies in your area
- ☐ Yellow pages in telephone directory (group companies together according to what they do or make to match your skills and interests)
- ☐ Trade and professional journals
- ☐ Books in the careers section of your local library
- ☐ Internet

State Government Resources from:

NC State Occupational Information Coordinating Committee
700 Wade Avenue
PO Box 25903
Raleigh, NC 27611
(919) 733-6700
FAX (919) 733-8662

Career Choices in North Carolina, an annual tabloid designed to provide occupational and career information in a useful, readable format. Distribution is primarily through the public schools, SOICC agencies, and other programs. A User's Guide of activities for the tabloid is produced to support its classroom or group use.

Getting Started: North Carolina Jobs and Careers, a paperback resource for teachers, counselors and job placement professionals. It contains occupational profiles on 234 N.C. occupations, a section on labor market trends, one on job seeking skills, and a resources section. It is updated every three years.

North Carolina Careers, a micro computer based career exploration system, providing information on over 400 N.C. occupations and 171 N.C. educational training sites. The system helps individuals: explore careers by relating their personal characteristics to compatible job or career possibilities; find and compare information on specific occupations; and locate and learn about N.C. education and training programs.

Micro Occupational Information System (OIS), North Carolina's micro computerized data base and delivery system of occupational and labor market information for state and local planners, administrators and job developers. The Micro OIS provides information on current and projected worker demand by occupations; supply of school and training program completers; wages and occupational characteristics; post-secondary education institutions and training programs; the distribution of occupations by industry; and a supplemental directory listing N.C. employers.

N.C. Career Explorer is an on-line school wide career development service for educators, counselors and students. The goal is to provide relevant, current information to help students research and explore career options, and to provide a dynamic resource for school professionals. Career Explorer offers a wealth of resources for career and library resource centers, in the classroom, or for personal or professional development. They help you identify career opportunities, enhance vital life skills, encourage self-development, prepare and deliver instructional or training materials, and participate in a discussion. Career Explorer On-line publishes five articles five days a week. A 1997-98 state-wide pilot of the program is available by subscription through the NC SOICC.

from: N.C. Employment Security Commission
Labor Market Information Division
P.O. Box 25903
Raleigh, NC 27611
(919) 733-2936
FAX (919) 733-8662

Employment Projections for State, MSA and Planning Regions (Trends to Year 2000), presents occupational outlook information with support narrative.

Occupations Which Require Licensing in North Carolina, a summary of business licensing practices in North Carolina.

Wage Rates in Selected Occupations, a statistical report of prevailing wage rates for selected production and non-production occupations in major North Carolina industries.

Internet options-Provide access to additional LMI information: www.esc.state.nc.us

for the: N.C. Department of Commerce
from: Harris Publishing
2057 Aurora Road
Twinsburg, Ohio 44087
1-800-888-5900
FAX (800) 643-5997

North Carolina Manufacturing Directory, specific information on more than 9,000 industries in North Carolina arranged by six sections: alphabetically, by county; by four digit SIC sequences and product description; by two digit SIC and purchase description; and by two digit SIC and products exported/imported. Cost - \$89.00 per copy, 1997. A "Harris Selectory" is available on diskette.

Federal Government Publications

from: US Government Bookstore
First Union Plaza
999 Peachtree Street, NE, Suite 120
Atlanta, GA 30309-3964
(404) 347-1900
FAX (404) 347-1897

Dictionary of Occupational Titles (DOT), defines and classifies more than 13,000 occupations that are performed for pay or profit in the United States economy. Each occupation has an occupational title, a unique nine-digit code and a definition. Under development is a new electronic database, the O*Net, which will include additional information and intended to replace the DOT. Updates are available on the Internet: <http://www.doleta.gov/programs/onet>

Guide for Occupational Exploration (GOE) , provides supportive career and occupational information in 12 broad occupational interest areas, 66 workgroups, 348 subgroups.

Occupational Outlook Handbook (OOH) contains detailed career information about approximately 200 occupations clustered into 19 broad groupings. The OOH presents descriptions of the nature of an occupation; working conditions; the education, training, and other qualifications needed; job outlook; earnings; related occupations; and sources of additional information.

Occupational Outlook Quarterly (OOQ) is a journal published four times a year. The OOQ contains current information about occupations, employment outlook, training opportunities, salary trends and labor market trends.

Standard Industrial Classification Manual (SIC) codes all types of business establishments in the U.S. economy according to type of product or service. It categorizes industries into division, major groups, and sub-groups, and describes the nature of the industries.

Career Guide to Industries (CGI), provides information on the nature of the industry, outlook, employment, earnings, training and advancement in 40 diverse industries.

from: U.S. Department of Defense
N.C. Military Entrance Processing
Station (MEPS)
2625 Appliance Court
Raleigh, NC 27604
(919) 834-7535
(or)
401 W. Trade Street
Box 34129
Charlotte, NC 25202-1626
(704) 344-6415

Military Careers, a guide containing descriptions of 197 enlisted and officer military occupations, military career paths and an ASVAB qualification graph.

Activity 6. Career Exploration

Directions: Use the career information in Career Choices to answer the following questions about a career of interest to you.

Title of occupation _____

1. Description of occupation: _____

2. What is the amount of education and training suggested for the occupation?

3. What are the average wages or salary for this occupation in North Carolina?

4. What is the employment outlook for this occupation?

5. List the places where people in this occupation may work.

6. Does this occupation deal mainly with people, data, things, or ideas?

7. What school subjects or courses would help you prepare for this occupation?

8. This occupation interests me because:

9. List name of person(s) you know (or know of) who are in this occupation.

Activity 7. Career Research

Directions: Use the information in Career Choices and additional resources to answer the questions about a career of interest to you.

Title of Occupation _____

1. Description of occupation including main duties and responsibilities.

2. What are the education and training requirements for the occupation?

3. List other required qualifications such as licensing, certifications, etc.

4. What are the average wages or salary for this occupation?

5. What is the employment outlook for this occupation?

6. List the places where people in this occupation may work.

7. What are the opportunities for advancement?

8. List other occupations that are similar or related.

Activity 7. Career Research (continued)

9. Is this occupation available in your area? List companies, businesses or places of employment in your area in which this occupation is located.

10. What school subjects or courses would help you prepare for this occupation?

11. Does this occupation deal mainly with people, data, things or ideas?

12. Do you think you have the aptitude (potential ability) for this occupation?

13. This occupation interests me because:

14. List three (3) resources (books, publications, magazines, computerized information, etc.) used for this research.

15. List name and title of person(s) that may have helped you locate this information.

16. List name of person(s) you know (or know of) who are in this occupation.

Activity 8. Job Outlook

Directions: Discuss the following concepts concerning employment projections.

- The labor market is the interaction of people competing for jobs and employers competing for workers.

Employers hire to either:

- 1. Replace a worker, or
2. Fill a newly created job

- Most openings occur due to the first example - replacing workers as people leave a job, return to school, retire or die.

- When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.

- Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.

- A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

JOB OUTLOOK - Career Briefs

Employment Projections for N.C. 1994-2005 Growth Rate

If the statement reads...

Above Average

Average

Below Average

Employment is projected to ...

Increase over 2.0% per year

Increase .6% to 2.0% per year

Increase less than .6% per year

North Carolina's occupations with the most annual openings are also predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly created jobs.

**OCCUPATIONS WITH THE MOST ANNUAL
OPENINGS IN NORTH CAROLINA¹
1994 - 2005**

	Annual Average Openings
Cashiers	6232
Salespersons, Retail	5370
Waiters & Waitresses	3777
Nursing Aides, Orderlies, & Attendants	3027
Janitors & Cleaners	2973
Registered Nurses	2865
General Office Clerks	2554
Secretaries, except Legal & Medical	2117
Maids & Housekeeping Cleaners	1789
Hand Packers & Packagers	1680
Guards & Watch Guards	1570
Assemblers & Fabricators	1502
Truck Drivers, Heavy or Tractor Trailer	1494
Maintenance Repairers, General Utility	1422
Teachers, Secondary Education	1407
Food Service & Lodging Managers	1391
Systems Analysts, Elec. Data Processing	1375
Receptionists & Information Clerks	1353
Licensed Practical Nurses	1238
Sales Representatives	1131
Home Health Aides	1121
Carpenters	1100
Food Preparation Workers	1095
Teachers, Elementary School	1052
Stock Clerks, Sales Floor	1009
Financial Managers	983
Automotive Mechanic	925
Cooks, Restaurant	918
Truck Drivers, Light	913
Child Care Workers	904
Correction Officers & Jailers	873
Police Patrol Officers	845
Combined Food Prep. & Service Workers	833
Physicians & Surgeons	799
Cooks, Specialty Fast Food	750
Teacher Aides, Paraprofessional	727
Counter & Rental Clerks	718
Adjustment Clerks	689
Teachers, Special Education	651
Personal & Home Care Aides	591
Accountants & Auditors	567

North Carolina's fastest growing jobs include many "technology oriented" and service occupations. Many of these will be newly created jobs resulting from increased demand for related goods and services. Although experiencing a high RATE of growth, the actual number of employees needed in these occupations may be relatively small.

**OCCUPATIONS WITH THE FASTEST
ANNUAL GROWTH RATE IN
NORTH CAROLINA²
1994 - 2005**

	Annual Average % Increase
Computer Engineers	11.8
Systems Analysts, Elec. Data Processing	11.7
Personal & Home Care Aides	9.1
Physical & Corrective Therapy Assistants	9.0
Medical Records Technicians	8.3
Physical Therapists	8.1
Residential Counselors	7.8
Pest Controllers & Assistants	7.8
Medical Assistants	7.7
Paralegal Personal	7.6
Home Health Aides	7.5
Correction Officers & Jailers	7.0
Human Services Workers	6.8
Computer Support Specialists	6.7
Speech-Language Pathologists	6.2
Respiratory Therapists	6.1
Nursing Aides, Orderlies, & Attendants	5.9
Amusement & Recreation Attendants	5.9
Guards & Watch Guards	5.8
Data Processing Equipment Repairers	5.8
Dental Hygienists	5.6
Radiologic Technicians & Technologists	5.4
Management Analysts	5.1
Hotel Desk Clerks	5.1
Numerical Control Machine Tool Operators	5.0
Teachers, Special Education	4.9
Courier & Rental Clerks	4.9
Housekeeping Supervisors	4.9
Licensed Practical Nurses	4.8
Physicians & Surgeons	4.7
Instructors & Coaches, Physical Trainers	4.6
Adjustment Clerks	4.6
Pharmacy Aide	4.6
Medicine & Health Services Managers	4.5
Pharmacy Technicians	4.5
Lawyers	4.4
Police Patrol Officers	4.4
Sheriffs & Deputy Sheriffs	4.4
Emergency Medical Technicians	4.3
Food Service & Lodging Managers	4.2
Loan Officers & Counselors	4.1

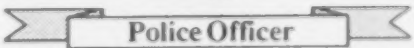
¹ Occupations with positive growth rate.

² Based on occupations with 100 or more average annual openings.

Activity 9. Non-Traditional Careers

Definition: Department of Labor defines non-traditional as jobs in which fewer than 25% of the people in these occupations are held by one gender. For example, carpenter, electrician, brick mason, and auto mechanic are non-traditional for women.

Directions: Discuss the concepts and implications of non-traditional careers.

Non-Traditional Careers	
FOR WOMEN	FOR MEN
Police Officer Scientist Architect Drafter Office Equipment Repairer Construction Worker Carpenter Mechanic Auto Body Repairer Greenskeeper Engineer Mathematician Fireman Electronics Technician Surveyor Small Appliance Repairer Plumber/Pipefitter Welder	Cosmetologist Elementary School Teacher Secretary Telephone Operator Dietitian Kindergarten Teacher Registered Nurse Child Care Worker Licensed Practical Nurse Flight Attendant Stenographer Librarian Therapist Dental Assistant
 	 

Directions: Test your entrepreneurial quotient by circling the letter of the phrase that best describes you.

1. **Are you a self-starter?**
 - a. I do things my own way. Nobody has to tell me to get going.
 - b. If someone gets me started, I keep going all right.
 - c. Easy does it, I don't put myself out until I have to.
2. **How do you feel about other people?**
 - a. I like people. I can get along with just about anybody.
 - b. I have plenty of friends--I don't need anyone else.
 - c. Most people bug me.
3. **Can you lead others?**
 - a. I can give most people to go along when I start something.
 - b. I can give the orders if someone tells me what we should do.
 - c. I let someone else get things moving. Then I go along if I feel like it.
4. **Can you take responsibility?**
 - a. I like to take charge of things and see them through.
 - b. I'll take over if I have to, but I'd rather let someone else be responsible.
 - c. There's always some eager beaver around wanting to show how smart he is. I say let him.
5. **Are you a good organizer?**
 - a. I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
 - b. I do all right unless things get goofed up. Then I cop out.
 - c. You get all set and then something comes along and blows the whole bag. So just take things as they come.
6. **Are you a good worker?**
 - a. I can keep going as long as I need to. I don't mind working hard for something I want.
 - b. I'll work hard for a while, but when I've had enough, that's it, man!
 - c. I can't see that hard work gets you anywhere.
7. **Can you make decisions?**
 - a. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
 - b. I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
 - c. I don't like to be the one who has to decide things. I'd probably blow it.
8. **Can people trust what you say?**
 - a. You bet they can. I don't say things I don't mean.
 - b. I try to be on the level most of the time, but sometimes I just say what's easiest.
 - c. What's the sweat if the other person doesn't know the difference?
9. **Can you stick with it?**
 - a. If I make up my mind to do something, I don't let anything stop me.
 - b. I usually finish what I start--if it doesn't get fouled up.
 - c. If it doesn't go right to start with, I turn off. Why beat your brains out?
10. **How good is your health?**
 - a. I never run down.
 - b. I have enough energy for most things I do.
 - c. I run out of gas sooner than most of my friends.

Now tally your answers. If you circled mostly "a" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a partner who is strong in your weak areas. If most of your responses were "c," not even a partner will be able to shore you up.

Activity 11. Career Informational Interview

Directions: Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interests and concerns.

1. How long have you worked in this occupation?
2. What other occupations have you worked in previously?
3. Do you primarily work with people, data, things or ideas?
4. What do you like most about your job?
5. How did you get started in this line of work?
6. What personal qualities do you feel are needed to succeed in this line of work?
7. What type of training is needed for this occupation today?
8. What changes in your occupation have you seen occur?
9. What are the most frequently recurring problems on your job?
10. What type of technology do you use? Computer hardware, software, etc.

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:

Foundation Skills - skills people bring to a job; and

Functional Skills - skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

FOUNDATION SKILLS

I. BASIC SKILLS

1. **Reading** - locates, understands, and interprets written information in prose and documents including manuals, graphs, and schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** - performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** - organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

II. THINKING SKILLS

6. **Creative thinking** - uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
7. **Decision-making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
8. **Problem-solving** - recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
9. **Knowing How to Learn** - can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

III. PERSONAL QUALITIES

10. **Responsibility** - exerts effort and perseverance toward goal attainment; works to becomes excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
11. **Social skills** - demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
12. **Self-management** - assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter".
13. **Integrity/honesty** - can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

FUNCTIONAL SKILLS

IV. RESOURCES

14. **Manages time** - selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
15. **Manages money** - uses or prepare budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
16. **Manages material and facility resources** - acquire, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them.
17. **Manages human resources** - assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload; monitors performance and provides feedback.

V. SYSTEMS AND TECHNOLOGY

18. **Understands systems** - knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.
19. **Uses technology** - judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

VI. INFORMATIONAL SKILLS

- 20. **Acquires and evaluates information** - identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 21. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
- 22. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

VII. INTERPERSONAL SKILLS

- 23. **Participates as a member of a team** - works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
- 24. **Teaches others** - helps others learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
- 25. **Serves clients, customers** - works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
- 26. **Exercises leadership** - communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.
- 27. **Works with cultural diversity** - works well with men and women and with a variety of ethnic, social or educational background; bases impressions on individual performance not on stereotypes.

Directions: Use to assess students/clients on SCANS Skills as related to the occupational choices they may be considering. Remember the more SCANS Skills they can master, the more likely they are to remain employed.

	Strengths	Needs Improvement (Barriers)	Strategies (workshops, classes, referral, counseling)
EMPLOYER EXPECTATIONS (SCANS REPORT, 1991 U.S. D.O.L.)			
<u>Basic Skills</u>			
Reading			
Writing			
Speaking			
Listening			
Arithmetic			
Mathematics			
<u>Thinking Skills</u>			
Think Creatively			
Make Decisions			
Solve Problems			
Know How To Learn And Reason			
<u>Interpersonal Skills</u>			
Work on Teams			
Teach Others			
Lead			
Serve Customers			
Negotiate			
Work With Culturally Diverse People			
<u>Personal Qualities Employers Want</u>			
Responsibility			
Self-management			
Integrity			
Honesty			
Sociability			
JOB SEEKING SKILLS COMPETENCIES			
Personal Appearance			
Interviewing Skills			
Ability To Complete Application			
Resume Preparation			
Job Search Methods			
Job Retention Knowledge			

From: Department of Social Services, Work First Program, p. 69.

Activity 13.

Skills Scavenger Hunt



Do you know that workers use the same skills on their jobs as you do in school each day?

Directions: Select someone you know to interview. Ask them the following questions concerning skills they use on their job:

1. What is your job title?
2. What kinds of things do you read?
3. What kind of writing do you do?
4. Do you have to communicate by speaking and listening?
5. What kinds of mathematics are used on your job?
6. Does your company have customers or work with people in different counties, cities, states or countries?
Example:
7. How are major decisions made in your department?
Example:
8. Are you a problem solver?
Example:
9. What technology do you use to accomplish your job?
10. What machines do you operate on your job?
11. Do you teach others on your job?
Example:
12. Are you trained in other jobs at the same worksite?
Example:
13. Where have you learned the skills necessary for your job?

FOLLOW UP ACTIVITY:

Combine the results of all the students' interviews into a big list you can display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

Note for teachers: The objective is for students to explore skills (instead of occupations) on a field trip or shadowing experience.

Activity 14.**Research a Company**

Directions: Use the format below to record information about a company or business in which you are interested.

1. Company Name: _____
2. What does the firm do: _____

3. How did the business get started and when? _____

4. How many employees does the company have? _____
5. What are its products or services? _____

6. What are the entry level positions in your career field? _____

7. What is the starting salary for these full time entry level positions? _____
8. What are the chances for advancement within the department, the company? _____

9. What benefits does the company offer? _____

10. Name of owner, manager and/or personnel representatives? _____

11. Any other information you have acquired: _____

1
2
3

Activity 15. Goal Setting

To set effective goals, it is important to remember the following:

A goal must be:

- **STATED IN CLEAR TERMS.** (Example: I will lose 10 pounds by February 1st.)
- **BELIEVABLE.** You must believe you can reach the desired goal.
- **ACHIEVABLE.** You must have the interests, skills, abilities and strengths to make it happen.
- **MEASURABLE.** The goal can be accomplished within a certain time or in a quantity that can be calculated.
- **DESIRABLE.** You really want to achieve this.

List three goals in each area. Then rank 1-2-3 in order of importance.

MY SCHOOL GOALS:	RANK
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL GROWTH GOALS:	
MY FRIENDSHIP GOALS:	
MY LEISURE TIME GOALS:	
MY LONG RANGE LIFE GOALS:	

MYTHS ABOUT CAREER DECISION MAKING

MYTH: *There is one right job for me.*

On the contrary, you are a multi-potential individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

MYTH: *You must have experience to find a job.*

Often you are hired primarily for your aptitude or your potential to learn and advance within an organization rather than for your existing work capabilities or experiences.

MYTH: *Most people start their career at 21 and proceed in a straight line toward their career goals.*

Not very likely. Maybe a few people have experienced such direction, however, the career paths of most people are filled with zigs and zags and changes in direction.

MYTH: *Career planning is an irreversible process.*

Not so. You can change career directions whenever your talents, needs and resources dictate and/or allow.

MYTH: *There is a particular set of job responsibilities for every occupation.*

On the contrary, people in positions having the same title are very often performing different tasks. The varying duties are due to the individual's interests and capabilities along with varying needs from employer to employer.

FACTS ABOUT CAREER DECISION MAKING

- Career decision making is a process.
- Do not expect to make a final decision all at once.
- Career decision making is a skill that can and should be taught to students.
- The goal of career decision making is to help students organize their thinking about topics important in choosing a career.
- It is important to assess one's style of decision making to help overcome obstacles that inhibit the process.

Activity 16.**The Seven Steps to Decision Making**

1. IDENTIFY THE DECISION TO BE MADE - (What shall I wear today?)
2. GATHER THE INFORMATION - (What is the weather going to be like? What will I be doing. What is cleaned and pressed?)
3. IDENTIFY THE ALTERNATIVES - (Either my blue suit, gray pants or blue jeans and a t-shirt)
4. WEIGH THE EVIDENCE - (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, must find a matching shirt.)
5. CHOOSE AMONG THE ALTERNATIVES - (gray pants and white shirt)
6. TAKE ACTION - (press clothes and get dressed)
7. REVIEW AND EVALUATE THE DECISION - (look in the mirror, decide it looks OK, but need to change shoes)

APPLY THE DECISION MAKING STEPS TO CAREER PLANNING

1. IDENTIFY THE DECISION TO BE MADE - (college, 2 year, 4 year; where; what major; military, and/or work)
2. GATHER INFORMATION - (facts about myself - interests, abilities, values; facts about career options - salary, work setting, amount of education/training required; where can I get further information)
3. IDENTIFY ALTERNATIVES - (what career options suit me best)
4. WEIGH THE EVIDENCE - (consider the pros and cons; what are the short and long term outcomes; recognize obstacles; what resources are available to me to meet my goals)
5. CHOOSE AMONG THE ALTERNATIVES - (from the above information generate a list of possible career/college choices)
6. TAKE ACTION - (make a plan of action - visit the work environment, visit schools, talk to college representatives)
7. REVIEW AND EVALUATE THE DECISION - (Did I consider all the important factors? Are there new alternatives I need to consider?)

Activity 17.**Decision Making Worksheet**

Directions: Using the seven steps to decision making, fill in the spaces with responses that apply to your situation.

1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW: _____ _____ _____		
2. GATHER INFORMATION Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below. _____ _____ _____ _____ _____	3. IDENTIFY ALTERNATIVES List all the options you feel suit you at this time. _____ _____ _____ _____ _____	4. WEIGH THE EVIDENCE List all the pros and cons to the options listed at left. What makes these options attractive at this time? _____ _____ _____ _____ _____
5. CHOOSE AMONG ALTERNATIVES After careful consideration of the pros and cons, which options at this time appear to be the most possible? _____ _____ _____ _____ _____	6. TAKE ACTION What are you going to do about it? List what you can do to prepare yourself for the alternatives selected. _____ _____ _____ _____ _____	7. REVIEW AND EVALUATE Did you consider all the important factors? What is your alternate plan? _____ _____ _____ _____ _____

Education
and
Training
After
High School

EDUCATION AND TRAINING CHOICES AFTER HIGH SCHOOL

ON-THE JOB

Go to work for a company or business which will train you as you work on the job. Ask about their programs for ongoing employee training.

APPRENTICESHIP

A 3-4 year training program that combines on-the-job training with related technical and education instruction for skilled occupations. Supervision by a master in the craft, trade, or relevant occupational area.

The many apprenticable occupations in North Carolina are registered with the Division of Apprenticeship, North Carolina Department of Labor.

www.dol.state.nc.us/DOL

PRIVATE BUSINESS OR TRADE SCHOOL

Short-term training (1 month - 1 year) for some occupations ranging from cosmetology to truck driving. Usually there are no special entrance requirements. Check on costs and length of program. The purchase of special tools may be extra.

COMMUNITY COLLEGE

Considering possible technical programs? The North Carolina Community College System offers a variety of vocational and technical programs (one quarter to two years) which lead to certificates, diplomas or associate degrees.

They also offer two year transfer programs and specialized training for industry. There are open admissions, with remedial and pre-tech courses available. Entrance requirements depend on the program.

www.bull.ncdccc.cc.nc.us/

4 YEAR COLLEGE

There are many public and private colleges and universities in North Carolina. Your local library, school counseling office, or career center will have college information for you.

You can also write directly to the colleges you are considering. Entrance requirements are based primarily on high school grades and college test scores.

www.ga.unc.edu/

MILITARY

Work for Uncle Sam and get training, pay, room and board and benefits. Ask your military recruiter about the type of training available, qualifications for training, length of time commitment required and pay and benefits. High School graduation is required.

AGENCY REFERRAL AND SUPPORT

Many of the state agencies have job preparation, search, training and retraining programs. The agencies listed work with clients with special needs and qualifications for training programs. Contact the nearest office to your location of the various agencies or call the number listed.

Activity 16. Choosing a College

I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice -- Home, State, West Coast, New England, etc.

Resources which may help you are:

1. The College Handbook
2. Lovejoy's College Guide
3. Barron's Profiles of American Colleges
4. Barron's Guide to Two-Year Colleges
5. Peterson's Guide to Four-Year Colleges
6. Patterson's Schools Classifieds
7. A Comparative Guide to Colleges
8. The N.C. Community College System Guide
9. Computerized Career Information System
10. Barron's Guide to the Most Prestigious Colleges

Other Resources:

College Guides and Maps	Trade School Directories
College Catalogs	Occupational Outlook Handbooks
Financial Aid Forms	Encyclopedia of Careers
Armed Forces Brochures	Summer Educational Programs
Career Descriptions	Current Job Openings
	Admissions Test Applications

II. Weigh the Differences

MAKE a comparison-study of the colleges in terms of:

1. Location and setting
_____ *distance from home; city, small-town, or country setting*
2. Type and size of college
_____ *co-ed, men's, women's, university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities*
3. Comprehensive cost
_____ *tuition, room and board, extra fees, books, travel expenses, spending money, special clothing*
4. Financial Aid
_____ *honor scholarships, grants-in-aid, loans, alternative work/study programs, campus jobs*
5. Special Curricula
_____ *engineering, political science, computers, music, education, marine biology, business, etc.*
6. Admission requirements
_____ *required subjects, test scores, grade point average, class rank, residency, special talents*
7. Kind of students who attend
_____ *habits, interests, goals, ethnic and religious background*
8. Campus life
_____ *cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings*
9. Time
_____ *length of time to complete curricula. Is part-time possible?*

College	Location/ Setting	Type & Size	Cost Fin. Aid	Special Curricula	Tests/GPA Required	Subjects Required	(-) () (+) Environment

Activity 16 (Cont). Choosing a College

III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

WHAT AM I ABLE TO DO?

WHAT DO I WANT OUT OF LIFE?

WHAT DO I NEED IN THE WAY OF TRAINING?

NARROW your choices to 10-15 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual post-secondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

VISIT colleges (with your parents) during the summer months or preferably in the Fall of your senior year to gather first-hand information. Call for appointments ahead of time.

EVALUATE the institution as a place where you might eat, sleep and study for the next four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

SAMPLE LETTER TO COLLEGES

(your street address)
(your city, state, zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir/Madam:

I am a junior (or senior) at _____ High School in Raleigh, North Carolina, and will be graduating in (month and year).

Please send me an application, a catalog, and other descriptive material that might help me in planning my future education. (mention your career interest if you have one)

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. (use this sentence if you need help with college expenses)

Sincerely yours,

CHECKLIST FOR MAKING PLANS

- ☐ Think about preliminary criteria and your priorities.
- ☐ Make a college list that includes "safeties", "possibilities", and "reaches"
- ☐ Star colleges where interviews are required or recommended
- ☐ Map out your itinerary.
- ☐ Check that the colleges are in session.
- ☐ Plan how and with whom you'll go.
- ☐ Keep college visits and school demands in balance.
- ☐ Arrange for high school absence and plan to make up missed work.
- ☐ Pack appropriate clothes for the interview.
- ☐ Write names and phone numbers of the college administrators you plan to see.
- ☐ Bring questions and be sure you have a pen and notebook with which to write important information.
- ☐ Take money for meals and any other expenses.
- ☐ Bring transcript in case admissions counselor requests it.



College Information 1996-97

County Code	College Name	Location	In-State Tuition & Fees ¹	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
Public 4-Year Colleges							
20	Appalachian State University	Boone	1,664.00	3,070.00	1087	84	11,909
81	East Carolina University	Greenville	1,752.00	3,660.00	1015	71	17,479
98	Elizabeth City State University	Elizabeth City	1,468.00	3,264.00	840	48	1,919
56	Fayetteville State University	Fayetteville	1,388.00	3,150.00	867	45	3,951
43	North Carolina Agricultural & Tech State University	Greensboro	1,561.00	3,410.00	933	44	7,533
60	North Carolina Central University	Durham	1,596.00	3,270.00	912	43	5,400
40	North Carolina School of the Arts	Winston-Salem	2,139.00	3,798.00	1107	43	732
59	North Carolina State University	Raleigh	2,200.00	4,250.00	1148	92	27,169
53	University of North Carolina-Pembroke	Pembroke	1,467.00	2,856.00	898	60	3,006
10	University of North Carolina-Asheville	Asheville	1,723.00	3,627.00	1141	93	3,092
61	University of North Carolina-Chapel Hill	Chapel Hill	2,110.00	4,040.00	1222	97	23,674
25	University of North Carolina-Charlotte	Charlotte	1,716.00	3,386.00	1023	85	15,795
43	University of North Carolina-Greensboro	Greensboro	1,943.00	3,365.00	1027	71	12,303
70	University of North Carolina-Wilmington	Wilmington	1,734.00	4,040.00	1055	60	9,077
06	Western Carolina University	Cullowhee	1,663.00	2,950.00	983	86	6,511
40	Winston-Salem State University	Winston-Salem	1,414.00	3,265.00	851	47	2,781

Private 4-Year Colleges

35	Barber-Scotia College	Concord	5,294.00	3,070.00	DNP	13	440
75	Barton College	Wilson	8,984.00	4,066.00	927	54	1,295
24	Belmont Abbey College	Belmont	10,408.00	5,346.00	965	59	902
43	Bennett College	Greensboro	7,290.00	3,334.00	860	DNA	550
08	Brevard College	Brevard	9,100.00	3,980.00	901	DNA	655
57	Campbell University	Buies Creek	9,513.00	3,580.00	1014	63	3,253
34	Catawba College	Salisbury	10,726.00	4,250.00	979	49	1,171
80	Chowan College	Murfreesboro	9,650.00	3,780.00	941	43	746
25	Davidson College	Davidson	19,631.00	5,636.00	1321	100	1,613
60	Duke University	Durham	21,024.00	6,605.00	1408	99	11,589
48	Elon College	Elon College	10,667.00	4,170.00	1059	66	3,588
17	Gardner-Webb College	Boiling Springs	8,990.00	4,470.00	982	70	2,689
43	Greensboro College	Greensboro	9,550.00	4,040.00	970	52	1,023
43	Guilford College	Greensboro	14,581.00	5,270.00	1132	73	1,426
43	High Point University	High Point	9,740.00	4,820.00	1014	58	2,596
25	Johnson C. Smith University	Charlotte	7,473.00	3,253.00	818	52	1,427
19	Lees-McRae College	Banner Elk	9,720.00	3,530.00	941	47	453
22	Lenoir-Rhyne College	Hickory	11,416.00	4,324.00	970	66	1,579
34	Livingstone College	Salisbury	6,090.00	3,550.00	DNP	DNA	727
09	Mars Hill College	Mars Hill	8,900.00	3,950.00	929	53	1,299
59	Meredith College	Raleigh	7,420.00	3,570.00	1030	78	2,574
56	Methodist College	Fayetteville	10,600.00	4,200.00	DNP	41	1,736
10	Montreat Anderson College	Montreat	9,656.00	3,752.00	999	58	1,018
73	Mount Olive College	Mount Olive	8,265.00	3,215.00	939	61	1,073
76	North Carolina Wesleyan College	Rocky Mount	7,150.00	4,500.00	909	38	802
00	Peace College	Raleigh	6,640.00	5,040.00	957	67	459
38	Pfeiffer College	Misenheimer	9,260.00	4,000.00	931	50	1,534
25	Queens College	Charlotte	12,310.00	5,380.00	DNP	76	1,564
52	Saint Andrews Presbyterian College	Laurinburg	11,802.00	5,050.00	1015	DNA	558
59	Saint Augustine's College	Raleigh	6,284.00	3,998.00	728	19	1,584
40	Salem College	Winston-Salem	11,835.00	6,970.00	1096	91	930
59	Shaw University	Raleigh	5,946.00	3,824.00	DNP	26	2,262
40	Wake Forest University	Winston-Salem	18,500.00	5,560.00	DNP	98	6,016
10	Warren Wilson College	Swannanoa	11,700.00	3,152.00	1123	69	687
36	Wingate College	Wingate	11,090.00	3,850.00	1010	59	1,268

County Code	College Name	Location	In-State Tuition & Fees ¹	Total Student Enrollment	College Transfer Enrollment
Community Colleges					
48	Alamance Community College	Haw River	289.00	3,058	486
37	Anson Community College	Polkton	289.00	1,279	77
10	Asheville-Buncombe Technical Community College	Asheville	289.00	4,058	859
89	Beaufort County Community College	Washington	289.00	1,186	328
55	Bladen Community College	Dublin	289.00	721	263
11	Blue Ridge Community College	Flat Rock	289.00	1,562	502
69	Brunswick Community College	Supply	289.00	765	315
21	Caldwell Community College and Technical Institute	Hudson	289.00	3,063	1,050
70	Cape Fear Community College	Wilmington	289.00	3,517	1,689
91	Carteret Community College	Morehead City	289.00	1,262	430
22	Catawba Valley Community College	Hickory	289.00	3,218	649
58	Central Carolina Community College	Sanford	289.00	3,038	408
25	Central Piedmont Community College	Charlotte	289.00	15,369	4,912
17	Cleveland Community College	Shelby	289.00	2,138	597
71	Coastal Carolina Community College	Jacksonville	289.00	3,348	2,058
98	College of the Albemarle	Elizabeth City	289.00	2,006	781
82	Craven Community College	New Bern	289.00	2,189	811
39	Davidson County Community College	Lexington	289.00	2,193	610
60	Durham Technical Community College	Durham	289.00	4,545	1,031
74	Edgecombe Community College	Tarboro	289.00	1,974	182
56	Fayetteville Technical Community College	Fayetteville	289.00	7,112	796
40	Forsyth Technical Community College	Winston-Salem	289.00	4,864	776
24	Gaston College	Dallas	289.00	3,813	1,599
43	Guilford Technical Community College	Jamestown	289.00	6,792	1,794
77	Halifax Community College	Weldon	289.00	1,303	265
07	Haywood Community College	Clyde	289.00	1,228	197
15	Isothermal Community College	Spindale	289.00	1,712	599
72	James Sprunt Community College	Kenansville	289.00	950	261
66	Johnston Community College	Smithfield	289.00	2,524	640
84	Lenoir Community College	Kinston	289.00	1,984	626
88	Martin Community College	Williamston	289.00	679	117
14	Mayland Community College	Spruce Pine	289.00	814	172
13	McDowell Technical Community College	Marion	289.00	1,104	118
26	Mitchell Community College	Statesville	289.00	1,529	486
45	Montgomery Community College	Troy	289.00	646	51
76	Nash Community College	Rocky Mount	289.00	1,854	450
90	Pamlico Community College	Grantsboro	289.00	179	20
62	Piedmont Community College	Roxboro	289.00	1,219	122
81	Pitt Community College	Greenville	289.00	4,668	1,679
44	Randolph Community College	Asheboro	289.00	1,427	303
46	Richmond Community College	Hamlett	289.00	1,069	220
80	Roanoke-Chowan Community College	Ahoskie	289.00	898	128
53	Robeson Community College	Lumberton	289.00	1,496	165
42	Rockingham Community College	Wentworth	289.00	1,834	568
34	Rowan-Cabarrus Community College	Salisbury	289.00	3,430	744
67	Sampson Community College	Clinton	289.00	982	217
50	Sandhills Community College	Pinehurst	289.00	2,422	815
54	Southeastern Community College	Whiteville	289.00	1,622	712
06	Southwestern Community College	Sylva	289.00	1,744	92
38	Stanly Community College	Albemarle	289.00	1,679	178
31	Surry Community College	Dobson	289.00	2,951	990
01	Tri-County Community College	Murphy	289.00	868	324
64	Vance-Granville Community College	Henderson	289.00	2,606	506
59	Wake Technical Community College	Raleigh	289.00	7,286	1,910
73	Wayne Community College	Goldsboro	289.00	2,590	1,124
18	Western Piedmont Community College	Morganton	289.00	2,525	706
28	Wilkes Community College	Wilkesboro	289.00	2,221	728
75	Wilson Technical Community College	Wilson	289.00	1,346	155

County Code	College Name	Location	In-State Tuition & Fees ¹	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
Private 2-Year Colleges							
35	Cabarrus College	Concord	4,655.00	NA	954	90	150
65	Louisburg College	Louisburg	7,905.00	4,240.00	DNP	20	525

Bible Colleges and Theological Seminaries

25	East Coast Bible College	Charlotte	5,275.00	2,700.00	DNP	36	181
57	Heritage Bible College	Dunn	2,298.00	2,030.00	DNP	DNP	84
43	** John Wesley College	High Point	4,654.00	1,600.00	DNP	29	161
40	Piedmont Bible College	Winston-Salem	5,040.00	4,934.00	DNP	DNP	270
98	Roanoke Bible College	Elizabeth City	4,340.00	2,930.00	955	54	152
59	** Southeastern Baptist Theological Seminary	Wake Forest	2,340.00	1,000.00	NA	DNA	1244
40	** Winston-Salem Bible College	Winston-Salem	1,350.00	750.00	DNP	DNA	29

¹Community Colleges tuition and required fees are per semester. Private and Public 4-Year institutions are per academic year (4 quarters).

*These Community Colleges do not offer four-year college transfer programs.

**Room only, no board.

Taken from *Statistical Abstract of Higher Education in North Carolina*, 1996-97 published by the Planning Division of the Administration of the University of North Carolina, Chapel Hill, NC.

Activity 19.

Sample Questions for a Military Recruiter



1. What is the length of time I would stay in service?
2. What is the starting pay?
3. What and where is basic training?
4. How long is basic training?
5. What specific jobs do you have available at this time? What type of training will I get for these jobs?
6. How do you determine if I am qualified for a specific job?
7. How can I be assured I will get the job I request?
8. What civilian jobs will my military training be useful for?
9. Can I be married and be in the military?
10. What benefits (education and others) are available to me after I finish my service term?
11. What other options do I have if I decide to stay in the military as a career?
12. If I really cannot adjust, is it possible to leave?

Think of other questions you may have and ask your parents what questions they have to add.

REMEMBER: IT'S YOUR DECISION

Job Search

JOB SEARCH

Steps for starting your job search campaign.

1. **Define your objective.** Know what kind of work you most enjoy and perform the best. A targeted job search will be more successful.
2. **Write an effective resume.** Focus on your qualifications for the type of work you want to do. Show where you want to work, not solely on where you have been.
3. **Write an attention getting cover letter.** Always send a cover letter with a resume. Cover letters are individualized for the job you are seeking. Do not send a form letter.
4. **Prepare your references.** Call each person, ask them to be a reference for you. Also ask them to keep you in mind if they should hear of any positions for you.
5. **Research.** Make a list of potential employers, research each company, narrow the list to a manageable size. Libraries have information on companies.
6. **Network.** Prepare a brief presentation describing the type of work you want to do. Do not ask for a job, ask for advice and names. Make a two minute commercial about yourself that clearly states your strengths and abilities. Ask them if they are aware of anyone or any company that needs your skills. Leave each meeting with at least two names of people for you contact. Contact these people yourself. Do not leave the responsibility of finding a job to these initial contacts.
7. **Use of combination of job search methods.** Do not overlook the want ads, but only spend 5% of your time using this method.

RESUMES

A resume is one of the most important tools in your job search. Its purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make on that person. Make it a good one!

A GOOD RESUME PRESENTS:

- who you are
- what kind of position you want
- **SKILLS** you have, accomplishments you have made
- listing of education and training
- listing of previous work experience

GENERAL DO'S AND DON'TS

DO'S

Be concise, accurate, positive
List your most recent job first
Stress skills, accomplishments
Use action verbs
Make resume attractive to read
Have someone proofread before mailing

DON'TS

Lie or exaggerate
Include salary history
Use pronouns, abbreviations
Overdo use of bold & italics
Use small type, overcrowd margins
Include references

References are usually left off resumes unless you are instructed to include them for a job fair.

Have references available on another typed sheet of paper for the interview- at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities.

"References furnished upon request" is no longer necessary on the bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format which best markets and sells your skills and qualifications to the most employers.

Always include a cover letter (see the following pages) with a resume.

DEVELOPING A CAREER OBJECTIVE

"A resume without an objective is like a book without a title", states Jay L. Stahl, managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, clients/students may give the message to employers that they are not focused, do not have any goals and diminish the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume, including a career objective, that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying.
For high school students this primarily will be "entry level positions".
Example: CAREER OBJECTIVE: Obtain an entry level position...
2. Type of business, industry or career area sought.
Keep this generic, such as manufacturing, construction, health or human services, sales, etc.
Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry....
3. State the major strengths you have to offer this employer.

Be sure there are examples of these strengths in the resume either as a volunteer, club activities, or work experience. The career objective is the first part of the resume the interviewer will see. It can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR HIGH SCHOOL STUDENTS:

- Obtain an entry level position in a business or industry using my strengths in clerical procedures and customer contacts.
- Obtain an entry level position in an industrial or manufacturing environment using my strengths in mechanical abilities and warehouse duties.
- Obtain an entry level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part-time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options. See the following pages for more information on career objectives.
- Start with your most recent position and work backward. Give the name of the company, city, state; job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs (see preceeding pages) to start each phrase or sentence.
- Use lists preceeded with bullets for easier reading.
- If you have completed a relevant course or received a diploma/degree in the last five years, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME - State full name, type in bold and use a large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - indicate the position or general type of job you are seeking.

EDUCATION - if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section). GPA may be appropriate.

WORK EXPERIENCE - list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.

SKILLS - list relevant skills. Skills include the machines

you can operate, computer hardware, software in which you are competent. Examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Word Perfect.

ACTIVITIES - extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

See sample chronological resumes on the following pages.

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used to organize your skills from various places of employment, volunteer or educational experiences. The functional resume is an excellent tool for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employment.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME- type full name in large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - although optional, either career highlights or objective gives reader the messages of your career goals and your focus.

EDUCATION -if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).

FUNCTIONAL TITLE (S) - Select two or three skill areas in which you are interested.

Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulture, etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.

WORK EXPERIENCE

date	job title	company name, city, state
date	job title	company name, city, state
date	job title	company name, city, state

See sample Functional Resume.

THE ELECTRONIC RESUME

The electronic resume will be read (scanned) by a computer and placed in a database. The format may be chronological or functional. It must contain keywords and a keyword summary. Keywords are **nouns** that state your job title, duties and accomplishments. The keyword summary should contain the targeted job title and alternative labels, as well as previous job titles, skills, software programs, and language known to the particular industry, profession or occupation. It is important to note the resume will be read by a computer first, and a human second. If it does not contain the "keywords" the employer has requested the computer to search, it will not be seen by a human hiring professional. See the following pages for sample keywords.

Writing an electronic resume:

- Choose the most likely keywords and arrange them in an appropriate order.
- Use the typeface most easily read by a computer: Helvetica, Times Courier and a font size between 10-14 points (name should be 14).
- Avoid italics, script, underlining, graphics, shading, boxing, vertical and horizontal lines, columns- the computer can difficulty reading these. Bold type and solid bullets are OK.
- Use smooth white paper (8 1/2 x 11), black ink with laser quality print.
- Use abbreviations carefully.
- Avoid stapling or folding the resume and cover letter. Words in the fold may not be scanned correctly. Provide sufficient white space.

ELECTRONIC FORMAT

NAME- Large print, bold without any fancy layouts

STREET ADDRESS

CITY, STATE, ZIP CODE

AREA CODE TELEPHONE NUMBER- To ensure separation of words and categories, leave plenty of white space instead of parentheses. Example: 919 772-5555.

OBJECTIVE- optional, unless applying for specific job title an employer is seeking

KEYWORD SUMMARY- approximately 25 words that best sell you stated in nouns. Include job title, duties, skills, and interpersonal traits.

EDUCATION- if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses. GPA is optional.

SKILLS- relevant to job objective not previously stated in Keyword Summary. May include transferable, technical and computer skills. Bulleted single column list scans the best.

WORK EXPERIENCE- list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.

ACTIVITIES, HONORS, AWARDS- extra curricular activities, community activities, sports, etc. are appropriate if space permits and is relevant to your job objective.

See sample electronic resume.

from: Electronic Resume Revolution by Joyce Lain Kennedy and Thomas Morrow,
John Wiley & Sons, 1994



RESUME WORD LIST

ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Acted	Calculated	Decided	Evaluated	Governed	Investigated	Monitored
Adapted	Chartered	Defined	Examined	Guided	Judged	Met
Addressed	Checked	Delegated	Expanded	Handled	Kept	Modeled
Administered	Classified	Delivered	Experimented	Headed	Learned	Observed
Advised	Coached	Designed	Extracted	Helped	Lectured	Obtained
Allocated	Collected	Detected	Facilitated	Identified	Led	Offered
Analyzed	Communicated	Directed	Filed	Illustrated	Lifted	Operated
Approved	Compared	Documented	Financed	Imagined	Listened	Ordered
Arranged	Completed	Drove	Fixed	Implemented	Logged	Performed
Ascertained	Computed	Dug	Followed	Improved	Made	Received
Assisted	Conceived	Edited	Formulated	Improvised	Maintained	Taught
Attained	Coordinated	Eliminated	Founded	Increased	Managed	Utilized
Audited	Copied	Empathized	Gathered	Indexed	Manipulated	Volunteered
Brought	Counseled	Enforced	Gave	Initiated	Mediated	Worked
Budgeted	Created	Established	Generated	Inspected	Memorized	
Built	Dealt	Estimated	Got	Interpreted		

SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Achieve	Deliver	File	Make	Produce	Repair	Take Instruction
Act	Draw	Finance	Manage	Promote	Research	Talk
Administered	Edit	Imagine	Manipulate	Publicize	Schedule	Teach/Train
Analyze	Elicit	Implement	Motivate	Purchase	Select	Tell
Assemble	Eliminate	Improve	Negotiate	Question	Sell	Troubleshoot
Build	Emphasize	Improvise	Observe	Raise	Sense	Tutor
Calculate	Enforce	Increase	Organize	Read	Separate	Type
Communicate	Establish	Influence	Originate	Realize	Serve	Umpire
Compose	Estimate	Interview	Paint	Reason	Service	Understand
Consult	Evaluate	Invent	Perceive	Receive	Set	Unify
Control	Examine	Judge	Perform	Recommend	Sew	Upgrade
Coordinate	Expand	Keep	Persevere	Reconcile	Shape	Use
Copy	Experiment	Lead	Persuade	Record	Speak	Utilize
Count	Explain	Learn	Photograph	Recruit	Study	Verbalize
Create	Express	Lecture	Pilot	Reduce	Summarize	Weigh
Debate	Extract	Listen	Plan	Refer	Supervise	Work
Define	Figure	Maintain	Problem Solve	Remember	Supply	Write

ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

Active	Creative	Efficient	Firm	Mature	Pleasant	Sense of Humor
Adaptable	Dependable	Energetic	Honest	Methodical	Positive	Sensitive
Adept	Determined	Enterprising	Innovative	Objective	Productive	Sincere
Broad-minded	Diplomatic	Experienced	Instrumental	Outgoing	Reliable	Successful
Competent	Disciplined	Fair	Logical	Participate	Resourceful	Tactful
Conscientious	Discreet	Forceful	Loyal	Personable	Self-reliant	Versatile

Source: North Carolina State University Placement Manual, 1993

Sample Resume I (Chronological) - Entry level with a career objective suitable for job fair participant.

Janet Lynn Stevens
325 Green Road
Raleigh, North Carolina 27622
(919) 525-1212

OBJECTIVE

Obtain an entry level clerical position in a business or industry using my strengths in accuracy, attention to detail, and excellent communication skills.

EDUCATION

W.G. Edward High School
Raleigh, North Carolina
Graduation Date: June 5, 1998

VOCATIONAL COURSES

Typing I, II
Introduction to Computers/Computer Applications
Administrative Support - Co-op

SKILLS

Type 45 words/minute
Knowledge of PFS Write, Report, File Software, WordPerfect 5.0
Operate fax, copy machines and IBM computer

WORK EXPERIENCE

8/95 - present	Rogers Insurance Company, Raleigh, North Carolina Office Assistant Duties: Answer telephone, file forms, data entry
1/95-8/95	Sam's Family Restaurant, Raleigh, North Carolina Hostess Duties: Greet customers, cashier, handle reservations, banquet set-up

REFERENCES

Mr. John Moore, Teacher
203 Morning Drive
Raleigh, North Carolina 27529
(919) 777-2552

Mrs. Shirley Smith, Counselor
636 Lakeside Road
Raleigh, North Carolina 27533
(919) 777-6110

Mr. Larry Brown
P.O. Box 149
Raleigh, North Carolina 27622
(919) 762-6126

Sample Resume II - Chronological With Career Objective and Qualifications

Joan H. Stewart
216 N. Oak Street
Anderson, North Carolina 27810
(919) 555-6075

Career Objective

Entry level electrical/mechanical installation, maintenance or repair position with opportunities for advancement using my strengths in problem solving and customer service.

Qualifications

- Successful completion of electronic servicing program
- 1 year cooperative education experience in electrical service and repair
- 2 years part-time experience in retail sales

Work Experience

1995-Present XYZ Electronics, Inc., Anderson, North Carolina
Technical Assistant

- Conducts routine equipment checks
- Tests and repairs defective wiring and parts
- Checks circuits using testing equipment
- Processes customer calls

1994-1995 Bob's Appliances and Television, Anderson, North Carolina
Sales Associate

- Sold appliances, televisions, radios
- Processed repair orders
- Received and controlled inventory

Education

A.S. Electronic Servicing, 1993
Catawba Valley Community College, Hickory, N.C.
GPA - 3.4

BETH WOODS
101 Main Street
Capital City, North Carolina 25555
(919) 234-5678

OBJECTIVE

Summer internship position in a medical setting using my strengths in medical terminology, good rapport with the general public and avid interest in medical careers.

EDUCATION

W.E. Smith High School, Crosstown, North Carolina
Graduation Date- June 2, 1998
Relevant Courses: Biology, Anatomy & Physiology, Medical Science

RELEVANT EXPERIENCE

Peer Mediator - completed extensive training in conflict situations; able to assist fellow students resolve differences without violence.

Medical Terminology - placed first in regional competition for defining medical terms and phrases

Wynne County Hospital - volunteered 8 hours per week in pediatric ward assisting medical personnel, families and patients. Received Outstanding Student Volunteer Award

WORK EXPERIENCE

1995 -1997 (Summers)	Sales Clerk	Judy's Department Store, Capitol City, N.C.
1994 -1995 (Summer- JTPA position)	Records Clerk	Wright Community Hospital, Capitol City, N.C.

Sample Resume IV - Functional

JAMES MICHAELS
155 Stevens Street
Warrenton, North Carolina 27655
(910) 768-1234

EDUCATION

Southeast High School, Southtown, North Carolina
GPA 3.5
Top 25% of graduating class
NC Scholar

EXTRACURRICULAR ACTIVITIES

Key Club- 3 years
Junior Class Treasurer
Swim Team- 4 years, Captain-1 year
Debate Team- 2 years
Quiz Bowl- 2 years

AWARDS AND HONORS

Honor Roll- all semesters
National Honor Society
Outstanding Student Athlete

COMMUNITY INVOLVEMENT

Habit for Humanity - junior class project- volunteered 50 hours
Tutored elementary school student in housing project

WORK EXPERIENCE

1996-1997	Apple Food Stores, Waverton, N.C. Cashier & Produce Clerk
1995-1997	YMCA Summer Camp, Waverton, N.C. Camp Counselor- 3 summers

Sample Resume V - Electronic

Kathy S. Reston

2457 Lakemont Drive
Raleigh, NC 27810
(919) 733-6456

OBJECTIVE: Drafter

KEYWORDS

Blueprint. Proces Flow Diagrams. Drafting, Instrumentation Diagrams. Intergraph Microstation 3.0. Harvard Graphics 3.0. Quattro Pro. Lotus 1-2-3. MS Excel. Document Control files. Structural. Engineering. Electrical. Civil.

DRAFTING SKILLS

- Process Flow Diagrams
- Piping and Instrumental on Intergraph Microstation 3.0
- Charts and graphs using Harvard Graphics 2.6 and 3.0 software
- Charts on Lotus 1-2-3 and MS Excel
- Document Control files and documentation on Word Star 6.0 and PerForm software
- Maintain bills of material using Quattro Pro software

WORK HISTORY

Drafter	Raleigh Blueprint & Design Raleigh, NC	1992-1997
Drafter	Edwards Engineering Greenville, NC	1990-1992

EDUCATION

Wake Technical Community College, Raleigh, NC.
1990 Associate of Applied Science Degree.
Major: Mechanical Engineering Technology

Resume Worksheet & Instructions

Name: *Mary Jane Robinson*

Use full name

Address: *600 Randolph Drive, Raleigh, North Carolina 27613*

Telephone Number: *(919) 555-1212*

(Area Code) Phone Number

Career Objective:

*Entry level clerical position ...
Summer internship ...
Cooperative education position*

State general nature of work you
want to pursue rather than specific job

See page ___ for more information on career objectives

Education

*G.W. Donaldson High School
Raleigh, North Carolina
Graduation Date: June 5, 1992*

High school name and graduation date

Vocational Courses (or Relevant Courses)

*Accounting
Agriculture
Introduction to Computers
Drafting I, II, and III
Auto Mechanics*

List vocational or relevant courses
which will benefit your job seeking

Skills

*10 key pad adding machine
Cash register
Type 45 wpm
Versacad Drafting Machine
IBM-PC*

Machines you can operate
Words per minute typing skills
Software you know
Begin each sentence with an
action verb (see page 64).

Work Experience

*6/94 - present Woodall Medical Center
Raleigh, North Carolina 27666
Dietary Aide*

*12/93 - 5/94 EKR Drugstore
Raleigh, NC 27661
Cashier, Pharmacy Assistant*

List present employer first
List dates of employment
State title, job duties

Extra Curricular Activities/Special Awards:

HOSA, DECA, VICA, Student Council, Class Representative, SADD

List school and/or
community activities

References: Name: _____, Teacher
Address: _____
Phone No. _____

List 2 or 3 people that know you well
NOT relatives or school friends
Ask them for permission first

References may be put on a separate sheet, include references on resume for job fairs.

Activity 20. Resume Worksheet

Directions: Before writing your resume, fill out this worksheet and use this information to write your own resume.

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (xxx) xxx-xxxx _____

Objective _____

Education

Vocational/Relevant Courses

Skills

Work Experience (2 or 3)

Date: _____

Company Name: _____ City: _____ State: _____

Job Title: _____ Duties: _____

Extra Curricular Activities/Special Awards

References: Name: _____ Title: _____ Address: _____
(2 or 3)

Phone No. _____

Resume Development Checklist

Category	Can Be improved By	Good
Overall appearance ● Resume is neatly and accurately typed with no errors in grammar, spelling. ● Adequate white space and margins are used. ● Points are graphically highlighted. ● Most important "selling" points are at after the job objective. ● Resume is brief and relevant. ● Resume is printed on quality paper. ● Resume looks professional.		
Objective ● Clear, short statement geared to the employer's needs. ● Includes job title and your special skills.		
Education ● All relevant honors, awards, training, education, and special skills are included. ● Schools are listed in reverse chronological order.		
Experience and skills ● Work history is listed in reverse chronological order with dates included. ● Company name, city, state, job title are included. ● Skills and accomplishments are clustered. ● Skills and accomplishments are written in short, clear phrases. ● Accomplishments from paid and volunteer work are included.		
References ● You have prepared a reference list of names, phone numbers, and other pertinent information. ● You have asked permission from the references to use their name.		
Summary ● The resume sells the writer. ● The resume has a cover letter.		



HOW TO WRITE A COVER LETTER

A cover letter is an introduction to your resume and shows your writing skills to an employer. When you send an employer a resume, you should always include a cover letter.

- State how you heard about the opening, through a person, job listing, etc.
- Show why the employer should read your resume.
- Initiate the interview process.
- Be businesslike, straightforward, and enthusiastic.
- Type it neatly without errors and use good grade paper.
- Proofread your letter, and have someone else proof it also.
- Keep copies of all your correspondence for future reference.
- Address your letter to a specific person to avoid using "Dear Sir" or "To Whom It May Concern."
- A cover letter should be no longer than one page.

See the sample on the next page.

Cover Letter For Entry Level Position

Directions: Read Career Choices. Write a cover letter to accompany your resume to an employer. A sample cover letter is shown there, another version is shown below.

205 Henderson Road
Edgetown, North Carolina 27113

May 5, 1997

Mr. Ronald Parks
Human Resources Manager
Blake Industries
300 East Main Street
Edgetown, North Carolina 27114

Dear Mr. Parks:

Introduction

This is my reply to your advertisement for a clerical assistant which appeared in the Sunday Daily News on May 1, 1997. I am graduating from Edgetown High School in June and am available for full time employment at that time.

As the following comparison shows, my experience meets the requirements stated in the advertisement.

Your Requirements

Knowledge of word processing

Ability to work with others

Previous related experience

My Qualifications

Competent in WordPerfect, PFS Write/File;
3.0 GPA in business courses

Officer in Future Business Leaders of America (FBLA)

Summer employment and co-op experience at Daly
Financial Services

Qualifications

Ask for Interview

I would like to discuss this and my enclosed resume at your earliest convenience. In a few days, I will call you to arrange a suitable time. Thank you for your time and consideration.

Sincerely,

Joyce Daniels

Enclosure

Letter of Application for Summer Internship or Employment

1002 Main Street
Camden, North Carolina 22231
March 17, 1997

Ms. Emily Smith
Personnel Manager
Department of Highway Construction
PO Box 22266
Capital City, North Carolina 27600

Dear Ms. Smith,

Please accept this letter of application for the summer internship program with the Department of Highway Construction. I have received the requirements for this program through Ms. Jones, Industry Education Coordinator at Camden High School.

My qualifications are:

- senior at Holland County Public School System
- accepted Graham College of Engineering
- excellent academic and attendance records
- interested in industrial or civil engineering as a career

Enclosed please find a letter of recommendation from Ms. Clark, Drafting teacher, my high school transcript and the essay you requested. I can be reached at (919) 223-2345 most days after 3:00 pm. I look forward to hearing from you soon.

Sincerely,

Joe Student

Enclosures

Activity 22 Interview Practice Questions

Directions: Write a complete sentence to answer the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?
2. How have your education and/or employment experiences prepared you for this job?
3. What are your career goals?
4. Where do you see yourself in five years?
5. Can you tell me about yourself and your background?
6. What do you consider your best qualities or strengths?
7. What do you consider your weaknesses?
8. What interests you about this job?
9. Why do you want to work for this company?
10. What did you like and dislike about your last job?
11. Which course(s) did you like best in school?
12. Last month, how many days of work or school did you miss?
13. Why should I hire you for this job?

WHAT EMPLOYERS ARE LOOKING FOR IN AN INTERVIEW

Some questions are asked in almost every typical interview. They include:

- tell me about yourself
- why do you want to work here
- what are your goals

Even when we prepare for these questions, sometime we wonder "Why did they ask that question?" or "What were they really looking for during the interview?" Also note many interviews are now performed as a team. Two or more people will be asking questions. This can cause further difficulty in positioning, eye contact and feeling overwhelmed by the questioning. It may help to focus on the person who is asking the question and not glancing at the other people. Trying to pick up on the reactions of others in the room may distract you from answering the questions with clarity and enthusiasm.

QUESTIONS TO EXPECT AND WHAT THE EMPLOYER EXPECTS

1. Tell me about yourself. Interviewer is breaking the ice and you are setting the tone for the interview. Mention a few personal, job related or education related skills or accomplishments. Samples: "I am a recent graduate of school where I played tennis and was a member of the ____club. In school I enjoyed my English and computer classes...I worked in the summer as a lifeguard and assisted the swim team coach." It is not necessary to give too much detail or go back to childhood activities.

2. Why do you want to work here? The interviewer(s) want to know how much you know about their company, including its products and services. This is where the prior research on the company is crucial.

3. What are your career goals? Most of the time, employers are looking for someone to stay in the job for awhile. Therefore, career goals of returning to school, starting your own business or moving to a different location will not be appropriate. They are checking to see if you are really interested in the job or just waiting for the next opportunity. If your career goals fit with the direction the company is moving, then your chances for getting hired have increased. "A career goal is to be the top sales person in xxx amount of time; my immediate goal is to gain more experience in this field and then long term be able to grow as the company grows."

4. Give me an example of.....This can be one of the most difficult questions to prepare for since you have no idea what will be asked. Go to the interview prepared with specific examples of when you used your skills, especially skills in: leadership, stress management, team building, persistence, and problem solving.

Activity 23 a. A Job Interview Checklist

Directions: Use this checklist to prepare for your interview. If you can answer "yes" to all the questions, you are ready. Refer to this list before every job interview.

YES

NO

—

—

1. I can list five things about myself that makes me a good candidate for this job.

—

—

2. I can discuss in detail each item on my resume or job application.

—

—

3. I can list the skills or experience that qualifies me for this job.

—

—

4. I have the training or education that qualifies me for this job.

—

—

5. I have hobbies or activities that might help me qualify for this job.

—

—

6. I can write down my employment history with accurate names, addresses, and dates for each job (if applicable).

—

—

7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references.

—

—

8. I have documents needed for the interview, such as social security card or driver's license.

—

—

9. I am dressed properly for the job I am applying for.

—

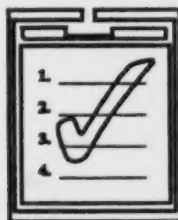
—

10. I have directions and have made transportation arrangements so I can get to the interview on time.

—

—

11. I have prepared some questions to ask the interviewer.



PRACTICE INTERVIEW EVALUATION

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Activity 24. Follow Up Procedure

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is often the most common follow up method.

FOLLOW UP LETTER: "Out of Sight - Out of Mind"

A thank-you letter may be typed **OR** neatly handwritten on personal stationary.

The letter should be written soon after the company or job fair interview, the next day is best!

The letter should state your continued interest in the job and your appreciation of their time spent with you during the interview.

Directions: Write a thank-you note to an employer similar to the sample below.

AFTER COMPANY INTERVIEW	AFTER JOB FAIR INTERVIEW
6200 Waverly Street Burlington, NC 27215 November 30, 1997 Mr. Mark J. Raynard General Manager Johnson Electronics, Inc. 230 Washington Avenue Greensboro, NC 27408 Dear Mr. Raynard, Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs. If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you. Sincerely, Mark Anderson	1234 Main Street Littletown, NC 27676 May 21, 1997 Ms. Betty Springs State Banking Services Wayne, North Carolina 27611 Dear Ms. Springs, Thank you for participating in our job fair, Workforce '97, this week. I was pleased to be able to interview with you and learn more about the opportunities in the banking industry. As you have requested, I will call you next week to set an appointment for another interview. If you need any further information before then, I can be reached at 556-2415. Thank you once again. I look forward to talking with you further. Sincerely, Jane Student

NETWORKING

Ask a group of people how they found their last job and the majority of the replies will be-"I knew someone....". Networking is the process of talking to people to obtain information about the marketplace and broaden your circle of contacts and acquaintances. Networking has developed into a fine art of exploration. If you do not know someone that can assist you in your job search, you may still apply this technique. Networking includes finding people who are willing to share information about their occupation, industry, company and community contacts to assist you. As you develop your job search network start with people you know and ask them for their business and personal acquaintances who can assist you in seeking information.

Tips for students:

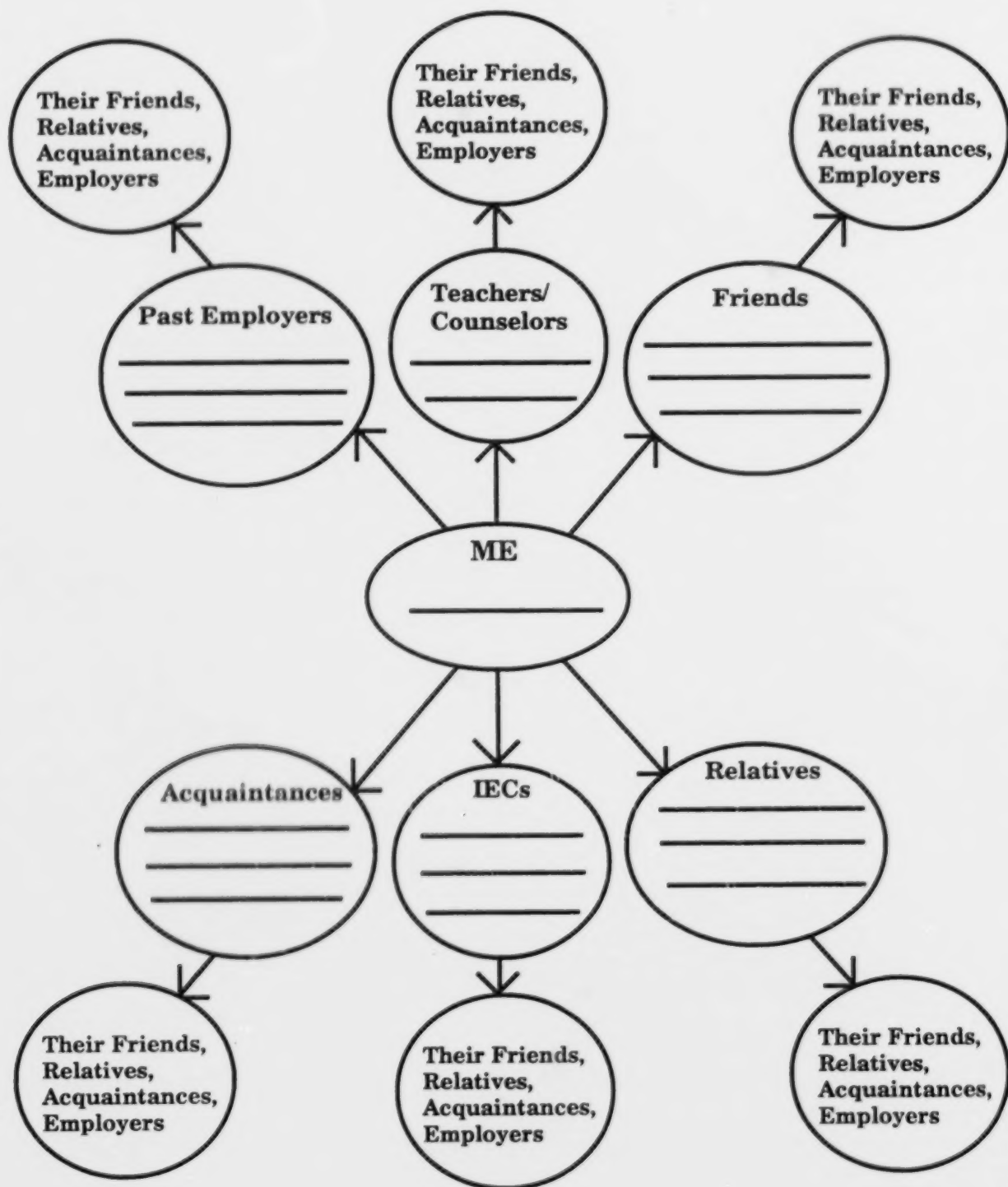
- Let people know you are available for work- do not ask for a position directly- ask for information.
- Networking will help you discover the hidden job market- jobs that are never advertised.
- Effective networking requires excellent people and communication skills.
- More than 75% of your networking will require listening for information and follow through on suggestions.
- Networking builds your self confidence and self assurance.
- Be prepared for each networking call or interview. Sell your skills, knowledge and excitement of finding new employment.
- Get at least two names or places for further information. Be sure to follow up on these leads.

Networking steps:

1. Identify your network- list names of everyone you know
2. Select the ones who can help you the most and the ones you are most comfortable calling.
3. Call!!!!- Prepare a script, and start the process.
4. Keep records of everyone you called and write thank you notes to everyone who assisted you.
5. Put the leads you received on the networking list and contact them.

Activity 25. Networking Map

Directions: Fill in the circles with names of friends, acquaintances and past employers in appropriate places. Start in the center with "ME".



Activity 26.

Telephone Script for Networking Contact.

Directions:

Prepare a script for a networking call using the steps below.

It is very important to prepare for each telephone networking call. Prepare a script and practice it a few times prior to your actual phone call. This will ease your anxiety and increase your comfort level in talking to a variety of people. Some suggestions follow.

STEP 1. Prepare a 2 minute commercial about yourself. It should contain the following highlights:

- Your name- who you are
- Your career goal- occupational area you are interested in pursuing
- Your current situation- seeking employment, recent graduate in (state the program or certification)
- Your strengths, qualifications, special skills- I am very good with details, customer service, etc.

Practice this with family and friends.

STEP 2. Make the phone call. Stand up- your voice will carry stronger. Let the person know immediately who referred you to him/her. Use all positive words, such as "I hope this is a good time", **Not** "is this a bad time, are you too busy".

Example: Mr. Turner, Jim Johnson with Federal Bank & Trust suggested that I call you. I hope I am reaching you at a **good** time. I have recently finished training and updating my skill through the community college programs in data entry, accounting software, and various other computer programs. I am looking for a full time job and could use some **ADVICE** in my job search.

STEP 3. Ask for an appointment. More will be gained if you can get a face to face networking interview.

Example: May I have about 20 minutes of your time later this week at your convenience? I would really appreciate it.

STEP 4. At the interview be sure you have prepared questions for the person. Be able to state your skills and abilities and ask for names of people or companies that could use a person like you. Ask if he/she knows of any new industry, or an existing industry that is expanding and needing additional workers. Show the person your resume and ask his/her advice on the resume.

STEP 5. Thank the person at the end of the interview and also send a written thank-you note. Keep the person informed about any new possibilities and prospects in your job search.

Activity 27. Reading the Classified (Want) Ads in a Newspaper

Directions: Match the following abbreviations with the correct word it represents.

ABBREVIATION

1. appt.
2. w/
3. p/t or PT
4. avail
5. nego
6. temp
7. med
8. ben or bene
9. wpm
10. hs grad
11. ass't
12. sal
13. req
14. pref
15. EOE
16. co
17. exp
18. hrs.
19. mfg
20. exc
21. pos
22. morn/aft/eve
23. ofc
24. ref

WORD

- ___ a. words per minute
- ___ b. temporary
- ___ c. required
- ___ d. preferred
- ___ e. part-time
- ___ f. negotiable
- ___ g. manufacturing
- ___ h. high school graduate
- ___ i. experience
- ___ j. Equal Opportunity Employer
- ___ k. benefits
- ___ l. assistant
- ___ m. appointment
- ___ n. company
- ___ o. excellent
- ___ p. hours
- ___ q. medical
- ___ r. morning/afternoon/evening
- ___ s. office
- ___ t. position
- ___ u. available
- ___ v. salary
- ___ w. with
- ___ x. references

READING CLASSIFIED ADS

A careful reading of classified ads will help you focus on the jobs you want as well as the jobs for which you have the best chance to be hired. Below are two classified ads. Read the ads and then answer the questions about them.

#1- TYPIST (5) Immediate work. Needed 6 weeks for project near downtown area, 45 wpm, Exc hourly wages. Call Don 372-0010

#2- Reception- typing law firm, Pleasant bright person, must enjoy public contact. Excellent telephone skills and good eye for detail. Exp. preferred. Call 275-0400

1. Which ad is looking for more than one person? _____
2. If you were looking for a long term position, which job would you **not** apply for? _____
3. Which job requires experience? _____
4. Which job specifies typing requirement? _____
5. Which job is more suited for an outgoing extroverted type of person? _____

Activity 28. Sample Employment Application

Directions: Read the application tips in Career Choices. Fill out the application below according to the tips given in the article.

Application for Employment		Social Security Number _____ - _____ - _____	
Name: _____		Phone Number: _____	
Address: _____			
Referred By: _____			
Employment Desired			
Position _____		Date You Can Start _____	Salary Desired _____
Education	Name and Location of School	Circle Years Completed	Did You Graduate? Degree(s), Major/Subject Date
High School	_____	1 2 3 4	☐ Yes ☐ No _____
College or Business School	_____	1 2 3 4	☐ Yes ☐ No _____
Special skills or courses taken: _____			
Previous Employers (starting with most recent employment)			
Current or Last Employer		Supervisor	
Address		Phone No.	
From (Month, Year)	To (Month, Year)	Ending Salary \$	
Job Duties: _____			
Employer		Supervisor	
Address		Phone No.	
From (Month, Year)	To (Month, Year)	Ending Salary \$	
Job Duties: _____			
Employer		Supervisor	
Address		Phone No.	
From (Month, Year)	To (Month, Year)	Ending Salary \$	
Job Duties: _____			
References			
Name	Address	Phone No.	Years Known
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The statements above are true to the best of my knowledge. I understand false information given on this form could be cause for dismissal.

Date _____

Signature _____

USING THE INTERNET IN YOUR JOB SEARCH

WHY?

- There are hundred of jobs "out there" that may or may not be listed elsewhere.
- Increases your "network" of people willing to give you leads and advise in your job search.
- Ability to send your resume electronically - saves time, postage, etc.
- Ability to research potential employers and companies to be better prepared for interviews.

HOW?

Besides the obvious computer, modem and telephone line, you will need to invest in a communications software package. Your communications software must provide terminal emulation which permits your home computer to act as a terminal on the computer system you are connected to. The most commonly used terminal emulation is known as VT-100, the standard for computer to computer communications.

WHAT'S NEXT?

Now you must get connected to the Internet. There are several ways: commercial on-line services, freenets and bulletin boards.

Commercial on-line services- charge a monthly fee and can provide you with a wealth of information, including news and financial data, bulletin boards, electronic mail and job vacancy announcements. Some will give you access to subscribers on other networks and on the internet. Some popular commercial on-line services include: Prodigy, CompuServe, NovaLink, America Online, Netcom.

Freenets- are funded and operated by individuals and volunteers. As members of the National Public Telecomputing Network (NPTN), an organization working to make computer network services as freely available as libraries.

Bulletin Board Systems- most BBSs are small operation that provide a low cost alternative to the national on-line services. There are an estimated 50,000 to 100,000 public dial up bulletin board systems in North America today. Some BBSs are free, some suggest donations and others charge a fee.

Like all new technology, job search through the internet offers more accessibility, and an increased speed of information.. The internet can be an advantage to the computer literate job seeker. However, the same job search process of assessing your strengths, researching your targeted market and proper interview techniques apply whether you are conversing over the internet or in person. The internet can be a useful tool in getting to career information and job listings quickly.

from: Using the Internet in Your Job Search, F. Jandt & M. Nemnich, JIST, 1995

JOB SEARCH ON THE INTERNET

Many sites offer job listings, career information and resume tips. Keep in mind that addresses change, so be flexible as you explore.

Career Mosaic	www.careermosaic.com
Job listings, employer files, on line job fairs, job hunting and resume tips.	
Career Magazine	www.careermag.com
Job listings, employer profiles, news articles, discussion groups.	
ESPAN	www.espan.com
Job listings, resume postings, career fairs, salary guides, related articles.	
Online Career Center	www.occ.com/occ
Job and resume resources maintained by a non-profit employer association.	
The Monster Board	www.monster.com
Job listings of over 48,000 jobs in all fields, accepts resumes and applications.	
Career Path	www.careerpath.com
Jobs listings from six city newspapers: The Boston Globe, Chicago Tribune, Los Angeles Times, San Jose Mercury Nes, Washington Post.	
America 's Job Bank	www.ajb.dni.us/ajb/
Links state employment offices all over the United States.	
MedSearch America	www.medsearch.com
Focuses on the health care industry. Contains detailed employer profiles, job listings, resume postings, industry and career resources.	
NC Employment Security Commission	www.esc.state.nc.us
Applications for state jobs are available here on line.	
NC State Government	www.sips.state.nc.us

For more web sites on the internet, see the "Additional Resources" section of the User's Guide.

KEEPING A JOB

Studies of success in the workplace have shown that lack of ability to do a job accounts for only 15% of all firings and dismissals. Among the common reasons for firing a worker are:

- too frequent absence from work
- habitual lateness
- unable to get along with fellow workers
- dishonesty
- unreliability

Employers expect the following:

- *Do your work well.* Your supervisor may like you, but if your work is continually unsatisfactory, sooner or later you will be demoted or asked to leave the company.
- *Show interest in your work.* Employers will keep and support employees who show a real interest in what they do. Let your employer know that you are there for more than the pay check.
- *Be prompt and on the job.* Employers depend on you being there when are scheduled to work. Your absence or lateness causes a decrease in productivity or having to make alternative arrangements. If you cannot be at work when scheduled, call immediately.
- *Be open to suggestions for improvement.* Your supervisor and other employees can assist you in learning your job quickly and learning new skills. Take criticism in the positive manner it was presented.

Getting along with co-workers is very important and an asset to keeping a job. You are expected to show good judgment in your work relationships and also with the public you come in contact with on the job. You are expected to handle emergencies and to make decisions. By taking initiative and by showing that you can be trusted to do a job that needs to be done, even if it is not necessarily your job, you show that you are ready for greater responsibility.

NEGOTIATION SKILLS

The workplace of today is streamlined. Less people are producing more goods and services than before. Also, input from all employees regardless of their position is considered part of a company's decision making process. This calls for increased attention to an individual employee's problem solving, interpersonal, communication and negotiating skills. You may not always get your way, but good negotiations bring the best results for the company. Be part of a "win-win" organization.

Your negotiation skills may have already been in use during the offer and acceptance part of getting your new job. You may have negotiated your employment start date, your working hours, or a menu of benefit plans. Negotiating is used in various places in and out of the workplace.

The following situations are often negotiable:

- Purchase price of a car
- Where to have lunch, dinner
- Selecting a Realtor to assist in finding a place to live
- Employee transfer date
- Project deadlines
- Vacation time including when vacations can be taken

LIST OTHER NEGOTIATING SITUATIONS IN WHICH YOU FIND YOURSELF AT THIS TIME:

Following is a brief summary of the six steps common to each negotiations. Keep these in mind before you start your next negotiation.

1. Plan to know the people involved in the situation. Keep the interaction friendly, relaxed and businesslike.
2. Share goals and objectives with the other party. Listen to their goals and objective. Have no hidden agendas.
3. Study all issues before the negotiations begin. Anticipate issues of concern for the other party and have prepared anticipated answers.
4. Identify immediate areas of disagreement or conflict.
5. Reassess position to determine level of compromise.
6. Affirm agreement goals to leave no room for misunderstanding. Mutual agreement is the ultimate objective.

Additional Resources

PARENTS

AS

PARTNERS

USING CAREER CHOICES WITH PARENTS

Who most influenced you in your career decisions? Most people answer, "my parents." Second response is usually a teacher, professor, or counselor at the secondary or post secondary level. *Career Choices in North Carolina* and the *User's Guide* can provide pertinent information for parents through schools or agencies. Information presented can be formatted into:

- A workshop
- Newsletter
- Article in a PTA Newsletter
- Open House- Career Center or Guidance Center displays

In order to help their children with career decision making, the following parent needs must be met:

1. Parents need to learn the career planning process.
2. Parents need to understand the NEW world of work.
3. Parents need to know where and how to find current, accurate occupational information.
4. Parents need to know the various education and training options available for their children.

All this information is available in *Career Choices* and the *User's Guide*. Feel free to duplicate, cut & paste, or re-format the information in the best way to reach the parents at your school. Parents are your partners in career planning.

Parents have a significant influence in their children's career decision making. This is due to their constant watch over their children's developing years. They can see their school achievements and their extra curricular activities in school, church and community. Over the twelve years a child is in school, the parents can reinforce the career development program that is in place in the school system. The following questions may assist parents as they assess their child's career development need and goals. Feel free to add to the list for your particular school or school system.

Questions for Parents:

1. Does your child's school have a career portfolio or career development plan for your child?
2. Is your child following a sequential course of study?
3. Do you know the requirements for admission in the colleges or universities your child is considering?
4. Have you visited college campuses, viewed college videos with your child?
5. Is your child's career goal realistic in terms of his/her aptitudes, interests and personality?

6. Does the family have the financial resources necessary for the training/education required to meet the child's career and education goals?
7. What career assessments has your child taken? What careers do the results suggest? From what you know about your child's interests, abilities, and personality, are you in agreement with the results?
8. Have you visited the school's library, career center or public library to get information about careers?
9. Do you know where scholarship information is published at your child's school and how you or your child can access the information?
10. Have you taken your child to work or exposed her/him to various careers through other community programs?

Suggestions for Parents:

- Help build a positive self concept
- Become aware of their interests, abilities, and personality
- Remember your child will probably change jobs six to eight times in their life time
- Explore various occupations with your child
- Get involved with your child's education
- Encourage experiential learning (internship, co-op) at the appropriate time
- Discuss your occupation and other occupations with your child
- Find additional resources
- Attempt to eliminate sex bias from your child's perceptions of careers
- Take time to TALK and LISTEN to each other.

ALWAYS REMEMBER: It is their decision. Parents are a valuable resource on their road to a happy and productive career!

Additional resources for parents:

Helping Your Child Choose a Career: A Book for Parents, Teachers, Counselors and (Even) Students by Luther Otto, PhD. 1996- Jist Works

The Parent's Crash Course in Career Planning: Helping Your College Students Succeed by Marcia Harris & Sharon Jones. 1996 VGM, Career Horizons

**DEVELOPMENT
TRAITS**

**CAREER
NEEDS**

**PARENT
INVOLVEMENT**

Prekindergarten-3rd Grade:

- ☐ Needs and seeks attention and praise.
- ☐ Has boundless energy.
- ☐ Considers fantasy as reality.
- ☐ Needs confidence building.
- ☐ Shows a variety of tension releasing behaviors.

- ☐ Distinguish between work and play.
- ☐ Identify different types of work.
- ☐ Experience different types of work activities.
- ☐ Describe how decisions are made.
- ☐ Demonstrate a positive attitude.
- ☐ Identify personal feelings.

- ☐ Listen and encourage.
- ☐ Encourage involvement in a variety of sports/hobbies.
- ☐ Positively reinforce child for completing chores.
- ☐ Praise efforts toward work as well as accomplishments.
- ☐ Show an interest and stress importance of school.
- ☐ Give toys that promote role playing.
- ☐ Make decisions with -not for your children.

4th Grade-6th Grade:

- ☐ Is more independent.
- ☐ Feels that belonging to a group and friends are important.
- ☐ Can assume more responsibility.
- ☐ Has a surprising scope of interests.
- ☐ Can think on own, but is influenced by others.

- ☐ Identify personal interests, abilities, strengths, and weaknesses.
- ☐ Describe how to work at home and/or school relates to jobs in community.
- ☐ Describe how work is important and attainable to all people.
- ☐ Describe how personal beliefs and values effect decision making.

- ☐ Encourage good work habits at home.
- ☐ Gradually add responsibilities. Effort/experience are more important than quality.
- ☐ Avoid assigning jobs at home by sex to avoid stereotyping.
- ☐ Show various workers in your community.
- ☐ Participate in the school's career education program.
- ☐ Listen as your child makes decisions.
- ☐ Keep in mind peer pressure.

7th Grade - 8th Grade:

- ☐ Is undergoing dramatic physical changes.
- ☐ Is sensitive and has a need for approval.
- ☐ Tries to build a unique identity apart from parent's influence.
- ☐ Wants more independence.
- ☐ Is curious but not ready for planning.
- ☐ Expresses feelings more openly.

- ☐ Demonstrate effective skills in working with others.
- ☐ Show an appreciation for the similarities and differences among people.
- ☐ Identify strategies for managing personal finances.
- ☐ Describe skills needed in a variety of occupations.
- ☐ Demonstrate skills needed to obtain and keep a job.

- ☐ Discuss your child's skills, interests, abilities, and goals to help plan for the future.
- ☐ Encourage participation in service-oriented activities in the community.
- ☐ Help children meet a variety of workers by arranging job observations, field trips, or personal interviews.
- ☐ Use guided money management and allow your child to make economic choices.
- ☐ Allow children to work part-time outside the home.

High School:

- ☐ Develops a sense of self-identity.
- ☐ Begins a more prominent and realistic work/career search.
- ☐ Develops a concern about social issues.
- ☐ Matures sexually with physical and emotional changes.
- ☐ Increases independence.

- ☐ Understand how individual personality, abilities, and interests relate to career goals.
- ☐ Understand how education relates to college majors, further training and/or entry into the job market.
- ☐ Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements.
- ☐ Be able to use a wide variety of career information resources.
- ☐ Show responsible decision making.

- ☐ Help your child make independent decisions.
- ☐ Encourage exploration of all kinds of post secondary education opportunities.
- ☐ Involve yourself in your child's future planning.
- ☐ Give certain economic responsibilities.
- ☐ Encourage job awareness.
- ☐ Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

ADDITIONAL RESOURCES ON THE INTERNET

CAREER AND JOB INFORMATION SOURCES	
Direct Sources of Job Information	Uniform Resource Locator (URL)
America's Job Bank	http://www.ajb.dni.us
Career Magazine	http://www.careermag.com
Career Mosiac	http://www.careermosaic.com
Career Net	http://www.careers.org
Career Path	http://www.careerpath.com
Career-nSite	http://www.career-nsite.com
ERISS	http://www.eriss.com
E-Span's Interactive Employment Network	http://www.espan.com
JOBTRAK	http://www.jobtrak.com
Meta Crawler	http://www2.metacrawler.com
Monster Board	http://199.94.216.71
Network	http://www.netword.com
100 Hot Jobs	http://web21.com/jobs
Online Career Center	http://www.occ.com
Who Where?	http://www.whowhere.com
Clearinghouses	URL
The Riley Group	http://www.jobtrak.com/jobguide
The Catapult	http://www.jobweb.org/catapult/catapult.htm
Career Resources Homepage (Rensselaer)	http://www.rpi.edu/dept/cdc/homepage.html
Job Hunt, Stanford University	http://www.rescomp.stanford.edu/jobs.html
Other Sources	URL
U.S. Department of Education	http://www.ed.gov
ERIC	http://www.aspensys.com/eric2/welcome.html
U.S. Department of Labor	http://www.dol.gov
Employment & Training Administration	http://www.doleta.gov
O*NET	http://www.doleta.gov/programs/onet
Training Technology Resource Center	http://www.ttrc.doleta.gov
SKILLSNET	http://www.steps.atsi.edu/index.html
Chronicle of Higher Education	http://www.chronicle.merit.ed
College View	http://www.collegeview.com
Peterson's Education Center	http://www.petersons.com
Source EDP Computer Salary Survey	http://www.espan.com/salary/salary.html

State Internet Resources

- NC Community College System
<http://www.bull.ncdccc.cc.nc.us>-Provides access to individual colleges, system information, publications, reports, and more.
- NC Department of Commerce
<http://www.commerce.state.nc.us/>-Provides information about Department of Commerce (Workforce Development, Economic Development, Community Development), links to economic development associations and Chambers of Commerce, and more.
- NC Department of Public Instruction
<http://www.dpi.state.nc.us>-Public Schools Info Net-offers system information, publications, reports and information for parents and students.
- NC Employment Security Commission
<http://www.esc.state.nc.us/>-Provides job listings and job applications, access to America's Job Bank and America's Talent Bank, Labor Market information, "Career Navigator," and more.
- University of North Carolina
<http://www.ga.unc.edu/>-provides access to each university's information and 'virtual' tour of each campus, information for prospective students, library and research guide, system information, publications, and more.
- NC Job Link ("One-Stop" Initiative)
<http://www.joblink.state.nc.us/>-Access to Job Link sites in and out of state, and more.

School to Work Internet Resources

- School-to-Work Internet Gateway
<http://www.stw.ed.gov/>-A joint project of the U.S. Departments of Education and Labor, the School-to-Work (STW) Internet Gateway is now the primary source for current STI information. This new site is designed to promote communication between the School-to-Work National Office, State-level STW representatives, local grantees, and other interested parties including businesses, colleges, and universities, pre-college schools, students, and parents.
- Florida School-to Work Tech Prep Clearinghouse
<http://www.fsu.edu/~flstwp/fl-stwtp.html>
Features a searchable database.
- The California School-to-Career Information System
<http://wwwstc.cahwnet.gov:80/>
- The Vermont School-to-Work System
<http://www.state.vt.us/educ/doc>
- The New York School-to-Work System
<http://www.nysed.gov/workforce>
- The Ohio School-to-Work Program
<http://www.ohio.stw.com>
- The Oregon Regional To Work Areas
<http://www.greatideas-stw.org>
- Association for Supervision and Curriculum Development (ASCD) InfoBrief on STW Full text of ASCD's "Current Status of School-to-Work"
gopher://odie.ascd.org:70/00/issues/info/info.bri

- SWITP World Wide Web Home Page
<http://www.sna.com/switp/>

Internet Resources for Counselors

- ERIC Counseling and Student Services Clearinghouse
<http://www.uncg.edu/~ericccas2> - Contains numerous full-text digests on focus areas of counseling written by prominent scholars, an online catalog of counseling-related publications, and details of upcoming conferences.
- National Association of School Psychologists (NASP)
<http://www.uncg.edu/~ericccas2/nasp> - Contains include: Association Hotnews, previews of major items in the NASP newsletter, the NASP Shopping Mall (including an online catalog), links to other useful School Psychologist WEB Sites, Convention & Conference Update, and NASP Position Papers.
- The Schoolhouse Project
http://www.nwrel.org/school_house/Office/Counselor/Counselor.html
Part of a "Virtual Schoolhouse," this site takes the user inside the Counselor's Office. Topical areas include: Alcohol and Other Drugs; Assessment Information; Colleges and Universities; General; Job Search Centery and Psychology.
- Counselor's Information Central
<http://daoes.tec.il.us/counselor.html> - Targeted at high school guidance counselors, this site contains information about careers, colleges and universities, financial aid, and test preparation.
- The School Counselor World Wide Web Service (Sponsored ASCA)
<http://www.edge.net/asca/> -- ASCA's home page is intended to facilitate school counseors' access to counseling-relevant information and networking opportunities on the Internet.
- CounselorNet Gopher Menu
<gopher://gopher.plattsburgh.edu:70/11/cnetdir> - This gopher resource contains links to: Accreditation-in Counseloi Preparation Programs Certification in Counseling; ~ CounselorNet; Mentors Program; Electronic Jounals; Eric; Internet Resources for Counselors; Listservs of Interest to Counselors; Psychotherapy Homepage.
- The International Counselor Network (ICN) is a discussion group for counselors serving children and young adults. Participants in ICN include counselors (school-based and otherwise), counselor educators, graduate students, and interested teachers. ICN members collaborate by sharing ideas, resources, and discussions about mental health issues and related technology applications. Topics have included self-esteem, multicultural issues, how to change an existing guidance program, conflict resolution, career planning, play therapy, abuse, application of counseling theories, interactive multimedia counselor training/assessment, and a comparison of counseling in different parts of the country and world.

To join the list, address an email message to: listserv@utkvm1.utk.edu and in the body of the message write: subscribe icn <your name>.

- CESNFT-L
Counselor Education and Supervision Listserv Forum

To join the list, address an email message to: listserv@univscvm.csd.scarolina.edu and in the body of the message write: sub cesnet-l <you~name>.

Associations and Other Resources

- About Work
<http://www.aboutwork.com>

- The American Counseling Association
<http://www.counseling.org>
- American Vocational Association
<http://www.avaonline.org>
- The American Psychological Association
<http://www.apa.org>
- The American Society of Association Executives
<http://www.asaenet.org>
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
<http://www.uc.edu/~wilson/cacrepr/index.htm>
- Center for Occupational Research and Development (CORD)
<http://www.cord.org>
- Educational Resource Information Center
<http://www.ericir.sunsite.syr.edu>
- Hot Mail
<http://www.hotmail>
- Interstate Conference of Employment Security Commissions (ICESA)
<http://www.icesa.org/>
- National Career Development Association
<http://www.ncda.org/>
- National Alliance of Business
<http://www.nab.com>
- National Occupational Information Coordinating Committee
<http://www.noicc.gov>
- U.S. Department of Education WWW Site
<http://www.ed.gov/>
- Parachute On-Line
<http://www.washingtonpost.com/wp-adv/classifieds/careerpost/parachute/front.htm>

ADDITIONAL RESOURCES--Publications

(The) American Almanac of Jobs and Salaries. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each Career field.

Building a Quality Workforce (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Give examples of community partnerships which have been successful.

Cambridge Job Search Guide (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

Career Choices (Lakeshore Learning Materials). Who am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

Career Guide to Industries (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry perspective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment.

Career Choices: A Guide for Teens and Young Adults- Who Am I? What do I Want? How do I Get it? Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

(The) College Major Handbook (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision making plans.

(The) Dictionary of Occupational 7 Titles, 4th Edition (Compiled by US Department of Labor Bureau of Labor Statistics and published by the US Government Printing Office and: Opportunities for Learning, Inc., 1991; JIST, The Job Search People, 1992; and CFKR Career Materials, Inc.). A "must" for every well-equipped occupational information center. Recently updated. (If ordering from the Government Printing Office, you must include payment with order. The three commercial publishers listed will accept purchase orders.)

Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type. Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self analysis. It offers specific career strategies on the strength of each type.

Encyclopedia of Careers and Vocational Guidance. 8th Edition, 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc.). One of the most complete and compact sets of up-to-date occupational information that is organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

Exploring Careers - A Young Person's Guide to over 300 Jobs. (Compiled by the US Department of Labor Bureau of Labor Statistics, published by Lakeshore Lifeskills, 1993). This book features descriptive job summaries, 462 pages.

Getting Started: North Carolina Jobs and Careers. (NC State Occupational Information Coordinating Committee (NC-SOICC), 1997-2000). An excellent tool in classroom presentations, small groups or one-to-one career counseling. Book is free and classroom and agency copies available through public agencies. Phone (919) 733-6700, for information on ordering.

(The Complete) Guide for Occupational Exploration (CGOE). (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles listed in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive than the enhanced GOE (EGOE).

(The Enhanced) Guide for Occupational Exploration. (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities. Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now. Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

High Impact Resumes and Letters. 3rd Edition (Impact Publications, 1993). Thirteen well-conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

Hook up, Get Hired! Joyce Laine Kennedy. (1995). Complete job-search book that advises the reader- whether a computer novice or an expert-on how to find current job posting on line; how to post a resume, how to electronically research a company and how to network with others who share your interest.

(The) Janus Employability Skills Program. (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

Jobs Rated Almanac: Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

Joyce Lain Kennedy's Career Book. 2nd Edition, (JIST - The Job Search People, 1992). The updated 2nd edition contains job-market trends, pay scales, career outlooks, educational options, college assessments, job-hunting tips, advice for minority students and information for people with disabilities. Self-evaluation tests and references point the way to more information in various fields, 480 pages.

Network Your Way to Jobs and Career Success. Ronald L. Kramnish, Ph.D., Caryl Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

Occupational Outlook Handbook. (Superintendent of Documents, US Government Printing Office, 1996-97). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order.

Succeeding in the World of Work. 5th Edition. (Glencoe/Macmillan/McGrawHill, 1994). A well-written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resource binder, and test maker available.

Technical Education That Works for America (National Association of Trade and Technical Schools, 1995). Reference source for determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accreditation is your assurance that a private career school has met national standards of educational performance which have been established by an impartial, non-government agency.

Technical, Trade, ~ Business School Data Handbook. 4th Edition. (Orchard House, Inc. 1991-93). Reference book that includes all accredited community colleges, public post-secondary vocational schools, and all proprietary vocational schools in the United States that are members of and/or accredited by: Career College Association, American Association of Community and Junior Colleges, Accrediting Bureau of Health Education Schools, National Accrediting Commission of Cosmetology Arts and Sciences, and the National Home Study Council. National Edition/2 volumes; Northeast/Southeast Regional Edition; and Midwest/West Regional Edition.

Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs. (Jist Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5 -9.

What Color is Your Parachute? JIST- The Job Search People, 1995). The 1995 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book is shorter and more readable.

ADDITIONAL RESOURCES--Publishers

ACT Career Planning Services Educational Services Division Post Office Box 168 Iowa City, IA 52243	319-337-1566 404-231-1952
American Guidance Services 4201 Woodland Road Circle Pines, MN 55014-1796 612-786-5603	800-328-2560 FAX 612-786-4343
American Vocational Association Department 93C 1410 King Street Alexandria, VA. 22314	800-826-9972 Ext. 317
Cambridge Job Search Post Office Box 2153, Department J01 Charleston, WV 25328-2153	800-468-4227
Career Communications, Inc. 6701 West 64th Street Overland Park, Kansas 66202	800-669-7795
Careers, Inc. Post Office Box 135 Largo, FL 34649	800-726-0441 813-584-7333
C-F-K-R Career Materials 11860 Kemper Road, Unit 7 Auburn, CA 95603	800-525-5626 FAX 916-889-0433
Chronicle Guidance Publications 66 Aurora Street Moravia, NY 13118	800-622-7284 315-497-0492
COIN Educational Products 3361 Executive Parkway, Suite 302 Toledo, Ohio 43606	800-274-8515 FAX 419-536-7056
Consulting Psychologists Press, Inc. Post Office Box 10096 Palo Alto, CA 94306	800-624-1765
Creative Educational Video Post Office Box 66265 Lubbock, TX 79424-5265	800-922-9965 FAX 800-243-6398

Drake/Beam/Morin, Inc. 100 Park Avenue New York, NY 10017	212-692-7329
EDITS Post Office Box 7234 San Diego, CA 92167	619-488-1666 619-222-1666
Fearon/Janus Education 500 Harbor Boulevard Belmont, CA 94002	800-877-4283 415-592-7810
Glencoe /MacMillan /McGraw-Hill Regional Office - Southeast USA 6510 Jimmy Carter Boulevard Norcross, GA 30071	800-983-3992 404-446-7493
Impact Publications Careers Department 9204-N Manassas Drive Manassas Park, VA 22111	703-361-7300 FAX 703-335-9486
Job Jargon 1027 Broadway Avenue Bowling Green, KY 42104	800-736-0288
JIST - The Job Search People 720 North Park Avenue Indianapolis, IN 46202-3431	800-648-5478
Lakeshore Learning Materials 2695 East Dominguez Street Carson, CA 90749	800-421-5354 FAX 310-537-5403
MacMillan New Media 124 Mount Auburn Street Cambridge, Massachusetts 02138	800-328-8830 617-661-2955 FAX 607-868-7738
NATTS-National Association of Trade and Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006	202-333-1021
NC State Occupational Information Coordinating Committee (NC-SOICC) Post Office Box 25903 Raleigh, NC 27611	919-733-6700 FAX 919-733-8662

Opportunities for Learning, Inc. 941 Hickory Lane, Dept. XG467 Mansfield, OH 44091 -8103	800-243-7116 419-589-1700
Orchard House, Inc. 46 Love Lane Concord, Massachusetts 01742	800-423-1303 FAX 508-369-9472
Peterson's Guides Post Office Box 2123 Princeton, NJ 08543-21230	800-EDU-DATA 609-924-5338
Piney Mountain Press, Inc. Post Office Box 86 Cleveland, GA 30528	800-255-3127 FAX 706-864-6712
Psychological Assessment Resources, Inc. Post Office Box 998 Odessa, FL 33556	800-331-TEST
Rick Trow Productions, Inc. Post Office Box 291 New Hope, PA 18938	800-247-9404 215-862-0900
Smylie Educational Enterprises Post Office Box 37333 Charlotte, NC 28237	704-366-0019
Southwestern Publishing Company 5101 Madison Road Cincinnati, OH 45227	800-543-7972
Sunburst Communications, Inc. Post Office Box 40 Pleasantville, NY 10570	800-431-1934
Superintendent of Documents US Government Printing Office Department 33 MU Washington, DC 20402 Note: Payment required with orders.	202-783-3238
TESI - The Educational Specialists, Inc. Post Office Box 1222 Bonita Springs, FL 33959	800-633-6625
VGM Career Horizons 4255 West Touhy Avenue Lincolnwood, IL 60646-1975	800-323-4900 708-679-5500 FAX 708-679-2494

Walch J. Weston Publisher
321 Valley Street
Portland, Maine 04104-0658

800-341-6094
FAX 207-772-3105

This guide is a publication of the N.C. State Occupational Information Coordinating Committee (SOICC). 3,500 copies of this public document were printed by the Employment Security Commission of North Carolina at a cost of \$6,930.00 or \$1.98 per copy.